DOCUMENT RESUME

ED 447 784 IR 020 405

TITLE	CNN Newsroom Classroom Guides, October 2000.
INSTITUTION	Turner Educational Services, Inc., Newtown, PA.; Cable News Network, Atlanta, GA.
PUB DATE	2000-00-00
NOTE	130p.
AVAILABLE FROM	Turner Educational Services, 33 S. Delaware Avenue, Yardley, PA 19067 (specify date; videos of broadcasts, $24.95 per episode). Tel: 800-344-6219 (Toll Free); Fax: 215-579-8589. For full text: http://learning.turner.com/newsroom/archive.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS	*Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Chinese authorities detain Falun Gong protesters on Tiananmen Square and Pope John Paul II angers China by canonizing Chinese martyrs, U.S. presidential candidates prepare for the first presidential debate, U.S. presidential candidates debate education issues, Danville, Kentucky prepares for the first U.S. vice presidential debate, and Yugoslav protesters seize parliament (October 2-6); Yugoslavian president Vojislav Kostunica takes office, recent clashes between Arabs and Israelis concern neighboring Arab states, North Korea observes 55 years of communism with celebrations, Al Gore and George W. Bush meet in the second presidential debate, and Violence in the Mideast and an attack on a U.S. ship in Yemen have far-reaching consequences, concern over Mideast tensions threaten tight oil supply, hope of a Mideast peace (October 9-13); investigation of the attack on the USS Cole continues, Jerusalem's Arabs and Jews share a pessimistic outlook on the peace process, Middle East clashes continue despite an Israeli-Palestinian agreement, a memorial service is held for the crew of the USS Cole, and the U.S. Senate to ease Cuban trade sanctions (October 16-20); Israeli Prime Minister Barak calls for a "time out" from the peace process, U.S. Secretary of State Madeleine Albright visits North Korea, AT&T to unveil a breakup plan designed to boost shareholder value, one expert predicts an especially severe flu season, and the Pentagon reviews U.S. warship security procedures (October 23-27); prescription drug coverage is an important issue for U.S. presidential candidates, and U.S. presidential candidates' views on gun control differ (October 30-31). (AEF)

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CNN Newsroom Classroom Guides
October 2000

By. Turner Learning, Inc.

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M. Stevens

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CNN NEWSROOM Guide

October 2, 2000

Tune in to CNN NEWSROOM on October 4th for Faces of a Hero, an in-depth look at different types of heroes, from mythological characters, to pop icons, to everyday people.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:30...02:00

Top Story ... 05:20...07:20
-Chinese authorities detain Falun Gong protesters on Tiananmen Square.
-Pope John Paul II angers China by canonizing Chinese martyrs.

In the Headlines ... 02:05...09:25
A San Francisco appeals court plans to hear the Napster Inc. case.

DAILY DESK ... 00:25...09:50

Environment Desk ... 02:00...11:50
Even with a bumper crop this year, corn farmers face economic hardships.

WORLDVIEW ... 00:20...12:10

Culture Watch: Australian Sunrise ... 02:50...15:00
Uluru symbolizes Australia's heart.

One World Habitat: Big Timber ... 03:15...18:15
A logging company plans to clear-cut in the Sierra Nevada forest.

Check it Out ... 04:45...23:00
The Sunset Strip undergoes gentrification.

NEWS CHRONICLE ... 00:20...23:20

Our World ... 03:50...27:10
What makes a good leader?

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: China Religious Woes

1. What event does China's National Day commemorate? Who are the Falun Gong? Why did the Falun Gong protest on Tiananmen Square? Why do you think they planned the protest to coincide with the 51st anniversary marking communist rule in China? How did Chinese authorities respond to the protests?

2. How does China's current government regard religious expression? Do you think the Falun Gong is a threat to China's government? Explain. Do you agree with the Chinese government's response to the Falun Gong protests? Why or why not? If not, how should the Chinese government have handled the situation?

3. Ask students to consider this question: Does suppression of religious expression accomplish its objective? Have students consult their texts and other resources for instances throughout history where governments persecuted individuals for practicing religion. What was the result of each case? Was the religious doctrine or spiritual thought extinguished? What do Chinese authorities hope to gain by banning Falun Gong? If the authorities are truly concerned that Falun Gong is dangerous to their people, what should they do?

4. What is canonization? What is a martyr? When and why did Pope John Paul II canonize 120 Chinese martyrs? How did the Chinese government react to this event?

5. Point out to students that the Catholic Church canonizes "only those whose lives have been marked by the exercise of heroic virtue, and only after this has been proved by common repute for sanctity and by conclusive arguments." What role do saints serve within the Catholic Church? Why are the canonizations of the Chinese martyrs, which were religiously motivated, being perceived by the Chinese government as political? Do you think these canonizations will cause political backlash in China? Explain. How might the canonizations impact relations between the Vatican and China? Do you think the Pope should have canonized the Chinese martyrs? Why or why not?

6. Inform students that for a religion to establish itself in China, it must be officially recognized by the Chinese government. (For example, in 1951 China broke ties with the Vatican and demanded that Catholics worship only in churches approved by the official China Patriotic Catholic Association.) Why is this a requirement? How do Chinese authorities control religion within their borders? Direct students to work in groups to learn more about state control of religion under Chinese communism. Share group findings. Why is religion considered an enemy of the state to the Chinese authorities? Why do students think the authorities find Falun Gong especially threatening? To what extent, if any, do you think the government of China should feel threatened by religious activity? Discuss.

LINKS:
http://www.cnn.com/2000/ASIANOW/east/10/01/falun.gong.arrests/index.html
http://www.cnn.com/2000/WORLD/europe/10/01/china.pope/index.html
http://europe.cnn.com/2000/WORLD/europe/10/01/china.catholics.ap/index.html
http://www.catholic.org/saints/index.shtml
http://www.vatican.va/
http://www.newadvent.org/cathen/02364b.htm
http://www.insidechina.com/culture/relig.php3

In the Headlines: Napster Appeal

1. What is Napster Inc.? What does Napster Inc. enable Internet users to do? What is the difference between the "peer to peer" and the "flycode" models? Why have record labels sued Napster? What is an injunction? What is the current disposition of the Napster Inc. case?

2. Why is the lawsuit against Napster Inc. a potentially precedent-setting case? Point out to students that, according to University of Pittsburgh law professor Michael Madison, "the broader theme in the dispute is how copyright laws apply in a digital age and what copyright protections the

"authors" of creative works, such as books, music and art, have in cyberspace."

Have students consider the implications of this case. Direct students to consult the Internet or other resources to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. What is "intellectual property"? How is it different from one's personal property? Do you think downloading music without paying for it is "stealing"? Why or why not? After the class discussion, instruct each student to write a letter to the 9th U.S. Circuit Court of Appeals stating his/her position on the Napster issue. Each student should also propose a resolution for the issue. After students share their letters with the class, discuss the benefits and drawbacks of the proposed resolutions.

EXTENSION: What are the different courts in the U.S. Judicial System? What is the role of each court? Use this opportunity to introduce your students to the various courts (municipal, state, federal) in the United States. Discuss the role of appeals courts. Have students use their texts and other resources to research and create charts that illustrate the U.S. Judicial System. Use the charts to explain the next step in the judicial process, should the 9th U.S. Circuit Court of Appeals rule in the music industry's favor.

LINKS:
http://www.cnn.com/2000/LAW/law.and.technology/09/29/napster.advance/index.html
http://www.cnn.com/chat/transcripts/1999/12/richardson/index.html
http://www.napster.com/
http://www.riaa.com/
http://www.usdoj.gov/
http://www.whatiscopyright.org/

EDITOR'S NOTE:
Tiananmen Square
Falun Gong
Daoism
social stability
canonize
martyrs

DAILY DESK

Environment Desk: Up To Their Ears

1. What weather-related effect has caused decreased corn crop production in Maryland over the past three years? How does the corn crop yield over the last three years compare to this year's yield? Under normal conditions, how would a healthy-sized yield affect the price of corn? What mitigating circumstances have occurred this year to drive the price of corn down?

2. What factors, other than the amount of available water, do you think affect overall plant growth? Do you think water is the most important factor for all plants? Explain. How do you think drought and overabundance of rain differ in the way they affect corn production and prices? What other natural events do you think would impact corn growth?

3. In general, four factors determine plant growth: amount of sunlight, amount of nutrients in the soil, amount of water, and temperature. Have your students experiment with growth factors by performing this experiment:
   1. Give twelve germinated corn seeds to groups of four students. Have students plant three seeds in each of four small planters.
   2. Have students give the plants in two of the four planters the recommended amounts of all four

growth factors (see the seed package.) Use a grow light or florescent light to make sure plants get the recommended amount of light.
3. Have each group use too much or too little of one of the four growth factors with the other two planters.
4. Have students track the plant growth in all four planters over two weeks.
5. Have all groups share their results.

Compare the results within each group, as well as patterns common among all groups. Relate this experiment back to the story to find out why conditions were so dependent upon water. Discuss how this information could be used for other kinds of natural disasters or events.

LINKS:
http://www.ctpm.uq.edu.au/virtualplants/ipivp.html
http://www.orst.edu/extension/mg/botany/old/april/env_factors.html
http://www.ag.iastate.edu/departments/agronomy/corngrows.html
http://www.farmshow.ca/corninfo/gen2.shtml

EDITOR'S NOTE:
bushels
diesel
bumper crop
plant growth factors

WORLDVIEW

Culture Watch: Australian Sunrise

1. What is Uluru, and by what other name is it known? Where is Uluru located? Why is it considered an "Australian icon"? What are "dromedaries"? Why do you think many people find sunrises and sunsets magical?

2. What natural or man-made structures are considered national icons throughout the world? Divide your class into small groups. Direct each group to select a country and prepare a multimedia presentation about a natural or man-made structure that represents "the heart" of that nation. Instruct each group to focus its efforts on the structure's creation, purpose, and cultural and political significance. After the presentations, have students discuss the similarities and differences between the different national icons.

LINKS:
http://www.australia.com/?lbl=narealnames2000
http://www.anzac.com/aust/aust.htm
http://www.thesalmons.org/lynn/wh-uluru.html

One World Habitat: Big Timber

1. Why does Sierra Pacific Industries want to clear-cut old growth trees in the foothills of the Sierra Nevada mountains? How would clear-cutting these trees affect the character of the Sierra Nevada forests? Why do environmentalists believe it is important to preserve old growth forests? What are the benefits and drawbacks of planting seedlings to replace old growth trees that have been clear-cut?

2. Refer students to the third website below to learn about the Sierra Nevada Forest Protection Campaign's blueprint for the protection of the Sierra Nevada national forests. Have students review the eleven areas of management concern, and the proposed intervention strategies for each area.

Next, instruct students to consider how these plans might impact Sierra Pacific Industries. Then ask students: Do you think these proposals should be enacted? Why or why not?

3. The Sierra Nevada forest is not the only forest being threatened. Challenge groups of students to locate other threatened forests throughout the world. Then have each group research one of the forests to learn more about the forest's species, ecosystems, how it is used by humans, and the factors that threaten its existence. Direct each group to use its information to develop a public awareness campaign to save that forest.

   EXTENSION: Have students generate a list of products that are made from wood (paper, pencils, furniture, etc.) Have students keep a log for two days (one weekday and one weekend day) of wooden products they use. Instruct students to cite the name of each product and the number of times they use the item. Have students share their findings, noting if the items they used were essential. For each product, students should try to identify ways of duplicating the product's function without using trees or other natural resources. To conserve our natural resources, ask students to identify ways to limit their use of these products.

LINKS:
http://www.spi-ind.com/
http://www.sierraforests.org/
http://www.sierraforests.org/html/blueprint.html
http://www.endgame.org/spi-protest.html
http://forests.org/

Check it Out:

1. Sunset Strip

2. Where is the Sunset Strip located? When and why did this section become famous? How has the Sunset Strip changed during the last 60 years? What is an entrepreneur? How have entrepreneurs like Eddy Kerkhofs influenced the changes on the Sunset Strip?

3. What national trend do the changes on the Sunset Strip reflect? What is gentrification? Point out to students that the changes on the Sunset Strip are an example of gentrification.
   1. Challenge students to identify other examples of urban renewal in the U.S. Help students to identify "trendy" neighborhoods in their own community, or in other areas of the U.S.
   2. Ask students to consider how renewal efforts are impacting local residents and business owners. Discuss how gentrification changes the standard of living for residents of an area, sometimes pushing out the original inhabitants.
   3. Next, ask students to identify a nearby neighborhood that is on the brink of a renaissance.
   4. Then, divide your class into small groups, and charge each group with the task of developing a gentrification plan for the neighborhood. Ask students to consider how they might maintain the neighborhood's unique flavor and character while attracting new business and development.
   5. Have students present their ideas to the class.

http://www.encyclopedia.com/articles/04996.html
http://dir.yahoo.com/Social_Science/Urban_Studies/Gentrification/

EDITOR'S NOTE:
dromedaries
Uluru
seedlings
ecosystem
clear-cut

retro
venue
urban

NEWS CHRONICLE

Our World: Leadership

1. What makes a good leader? Why is it important that leaders know how to deal with diversity? Do you think anyone can learn to be a leader? Why or why not?

2. Review the video with your class and make a list of the personal qualities that are associated with being an effective leader. Have students critique and modify the list. Next, divide your class into three groups. Direct each group to the websites below to prepare a presentation about one of the following leadership styles:
   1. Socio-Emotional versus Task
   2. Autocratic versus Participative
   3. Transformational versus Transactional.

   After groups presents their findings, ask: Which leadership style/styles and personal qualities should a U.S. president have? Then, instruct students to research the personal qualities and leadership styles of the U.S. presidential candidates. Have students compare and contrast their findings. Which candidate would make the best leader? Why? Ask students to support their opinions with facts.

3. Help students make a list of leaders. Encourage them to identify famous and non-famous leaders from corporate, political and private sectors. Then, have each student research one of the leaders and, using the leadership criteria identified in the video, issue a report card on the individual's leadership ability. Have students share their information with the class and discuss.

LINKS:
http://www.cba.uri.edu/Scholl/Notes/Leadership_Determinants.html
http://click.go2net.com/click?clickurl=http%3A%2F%2Fpsychology%2Eabout%2Ecom%2Fcs%2Fleads
http://ww4.choice.net/~marybast/ldrho.htm
http://www.gsu.edu/~dscthw/413-813/groups/vroom.htm
http://www.cnn.com/ELECTION/2000/

EDITOR'S NOTE:
leadership
diversity

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CNN NEWSROOM Guide

October 3, 2000

Tune in to CNN NEWSROOM on October 4th for Faces of a Hero, an in-depth look at different types of heroes, from mythological characters, to pop icons, to everyday people.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:45...02:15

Top Story ... 06:00...08:15
-U.S. presidential candidates prepare for the first presidential debate.
-Presidential candidates may cater to the "undecided voter."

DAILY DESK ... 00:40...08:55

Health Desk ... 02:05...11:00
Inducing mild hypothermia soon after a stroke can minimize its impact.

Look Ahead ... 00:35...11:35
December 6: The Teenage Brain

WORLDVIEW ... 00:35...12:10

Top of the World ... 03:05...15:15
Former East Germans yearn for products that marked their East German culture.

Culture Watch ... 05:05...20:20
The "People to People" program enables tourists to experience the culture of Nassau.

Wild Kingdom ... 03:20...23:40
For centuries the elephant has been a cultural icon of Thailand.

Communication Transformation ... 00:50...24:30
Thai university students design the first armed robot security guard.

NEWS CHRONICLE ... 00:40...25:10

Democracy in America ... 02:15...27:25
Will a good debater make a good president?

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Elections 2000

1. When and where is the first U.S. presidential debate taking place? Which U.S. presidential candidates will be debating? Why are these debates important?

2. In your opinion, what are Governor George W. Bush's and Vice President Al Gore's strengths and weaknesses? How are these candidates preparing for the debates? From what sources do these candidates get advice? How might political advice from friends, pundits and politicos be biased? Instruct students to conduct additional research to learn more about the strengths and weaknesses of the candidates. Then have students write papers that detail the advice they would give to each of the candidates about how to succeed in the debates. Have students share their papers and discuss.

3. What percentage of Americans are expected to watch tonight's presidential debates? To what extent do you think the media has influenced the public's perception of the candidates? Do you think the fact that the debates are televised will impact the outcome and impact of the debates? Why or why not?

4. What two "camps" comprise the "undecided vote"? Why are the debates important to this group of voters? Review the video with your class and have students make a list of the different criteria that people use to determine which candidate they will vote for. Instruct students to critique this criteria. What is the best way to assess a presidential candidate? If you were at the debates and could ask one question, what question would you ask? Why?

5. In addition to Governor George W. Bush and Vice President Al Gore, who are the other presidential candidates? Point out to students that, according to the Commission on Presidential Debates, "a candidate must average 15 percent support in five national polls to qualify for the debates." As a result, all of the third-party candidates have been excluded from tonight's debates. What is your opinion of this policy? Do you think third-party candidates should be represented at the presidential debates? Explain.

LINKS:
http://www.debates.org/
http://www.cnn.com/2000/ALLPOLITICS/stories/10/02/campaign.wrap/index.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/gen.elex.html
http://www.cnn.com/ELECTION/2000/resources/where.they.stand/
http://www.cnn.com/2000/ALLPOLITICS/stories/10/01/debate.preps/index.html
http://www.3pc.net/index.html

EDITOR'S NOTE:
electorate
dead heat
policy
strategists
politicos
third-party

DAILY DESK

Health Desk: Brains on Ice

1. What is a stroke? How prevalent are strokes in the U.S.? Why is fast, early detection important? What is hypothermia? How can inducing mild hypothermia minimize the impact of a stroke?

2. Do you know someone who has had a stroke? If so, how has the stroke affected the person and his/her family and friends?

3. Refer groups of students to the websites below to learn about the causes, symptoms and treatments for strokes. Have students address the following questions in their research:
    - Why is a stroke also called a "brain attack"?
    - What are the five common symptoms of a stroke?
    - What should a person do if they see someone having any of these symptoms?
    - Why are some people more affected by strokes than others?
    - Do strokes only happen to the elderly?
    - How long does it take to recover from a stroke?
    - What can a person do to decrease his/her risk of having a stroke?

    After students have shared their information, invite a medical professional specializing in this field to address the class on the very latest technology for treating strokes in your community. Then, have students draw upon their research to create a pamphlet to educate students and the community about strokes.

LINKS:
http://www.stroke.org/
http://stroke.ahajournals.org/
http://www.uab.edu/neurol/stroke.htm

EDITOR'S NOTE:
stroke
hypothermia
Celsius

WORLDVIEW

Top of the World: East German Nostalgia

1. When was Germany reunified? What is "ostaligie"? Why do many Germans shop at Intershop 2000? Why do you think people become nostalgic for material goods?

2. We learn in the video that many East Germans yearn for simple things that marked their daily lives in East Germany. What products define your culture? What products do you think you would miss if they were no longer available?

3. Ask students to share what they know about the circumstances surrounding the reunification of Germany. Refer students to their texts and online resources to learn more about how reunification has affected the economy and citizens of the nation. Then ask: What aspects of the East German culture have disappeared? What is privatization? How has privatization impacted the former East Germany? Why do you think certain products are difficult to obtain in Berlin?

4. Intershop 2000 is an example of a company that caters to nostalgia. Refer students to multimedia resources to identify other companies or products that are targeted toward people's sense of nostalgia. Then challenge groups of students to design websites that cater to a specific demographic group's sense of nostalgia. Instruct each group to research the culture and history of the demographic group during a specific era, and the popular products of that time. Have students use this information to determine what products they would sell on their websites, and how the products would be promoted on the site.

LINKS:

http://www.cnn.com/SPECIALS/cold.war/
http://lcweb2.loc.gov/frd/cs/detoc.html
http://www.bundesregierung.de/english/01/newsf.html
http://www.appropriatesoftware.com/BerlinWall/welcome.html
http://kissasylum.com/views/usatodaylife121697.html
http://www.democracylab.com//

Culture Watch: Nassau: "People to People"

1. Where is Nassau located? Why is tourism important to the Bahamas? What attractions are available to the island's visitors?

2. What inspired the Bahamas Ministry of Tourism to start the "People to People" program? How does the program enable visitors to sample the local culture and flavor of the Bahamas? How are visitors and locals who participate in the People to People program matched with each other? What kinds of things do visitors to the island experience?

3. Group students and have each group assume the role of a representative from their country's tourism board. Assign each group the task of establishing a People to People program in their state or country. Direct students to multimedia resources, local historians, business owners, and residents to research the history, culture, and local color of the region. Have each group prepare a list of sites, people and events that visitors should experience while touring the region. Have students share their information, and if possible, arrange a field trip so that students can experience some of these sites and events.

LINKS:
http://www.emulateme.com/bahamas.htm
http://www.ambassadors.com/

Wild Kingdom: Thai Elephant

1. Why is the elephant revered in Thailand? When and where did the Elephant War take place? What is a pachyderm? Why is the epic movie featured in the video particularly important to the people of Thailand?

2. Refer students to the websites below to research the history and cultural significance of Thailand's elephants. What is the significance of the white elephant? After students have shared their information, have them read the story, or watch the video, of "Anna and the King." Then, as a class, discuss how the white elephant is important to the story, including the symbolism and superstitions that are associated with the white elephant.

3. What has happened to the elephant population in Thailand in recent years? Refer students to multimedia resources, including the websites below, to learn more about the status of Thailand's elephants. Ask students to identify why the elephants have become endangered and what is being done to improve their situation. Next, have students use their information to make posters aimed at gaining public support for a government program to help the remaining elephants. Compare posters and identify the different appeals used.

LINKS:
http://welcome-to.chiangmai-chiangrai.com/elep-extraordinary.htm
http://www.panda.org/resources/publications/species/w-elephants/index.htm
http://www.worldwildlife.org/
http://www.nationalgeographic.com/tv/explorer/exp061100.html

EDITOR'S NOTE:
Bahamas

surrey
conch
elephants
Thailand
pachyderms
Germany
reunification

NEWS CHRONICLE

Democracy in America

1. Why do U.S. presidential candidates conduct televised debates? How have previous presidential debates influenced the public's perception of different candidates? Give an example.

2. Why should people debate? What skills can people learn by debating? How can these skills help people to succeed?

3. Challenge students to prepare a mock U.S. presidential debate. Direct your students to the links below to learn more about the skills and strategies of debating. After students share their information, have them make a list of the key political issues that might be addressed in the U.S. presidential debates, such as education, health care and the environment. Divide your class into three groups:
    1. Have groups one and two select a different presidential candidate.
    2. Direct group three to prepare a list of debate questions related to the key issues.
    3. Have each student from groups one and two select an issue and prepare to debate the issue from their candidate's perspective.
    4. Have students from groups one and two take turns debating the questions posed by group three.

    Following the debate, have the students from groups one and two describe their experiences. Ask students: What was the most challenging part of debating? Which candidates were the most persuasive? Why? Do you think the U.S. presidential debates are good indicators of whether a candidate would make a good president? Explain.

LINKS:
http://debateinfo.com/directory/index.shtml
http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/HWCDA/sections?sectionid=5793&tg=
http://www.debates.org/pages/host.html
http://usgovinfo.about.com/library/weekly/aa010900a.htm

EDITOR'S NOTE:
debates
contender

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CNN NEWSROOM Guide

October 4, 2000

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:20...01:35

Top Story ... 02:50...04:25
U.S. presidential candidates debate education issues.

Special Series ... 05:00...09:25
Oral Lee Brown is making higher education possible for a group of college students.

DAILY DESK ... 00:25...09:50

Business Desk ... 02:10...12:00
Politics and the economy go hand-in-hand.

WORLDVIEW ... 00:25...12:25

Election 2000: International Policy ... 03:15...15:40
George W. Bush and Al Gore offer their views on international issues.

NEWS CHRONICLE ... 00:25...16:05

Special Series ... 06:45...22:50
What is a hero?

Special Series ... 04:40...27:30
Blind athlete Vincent Martin is an inspiration to others.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000: Education Policy

1. What percentage of American children go to public schools? What is the U.S. federal government's role in education? What are Al Gore's and George W. Bush's positions on education reform? Do you think education reform is a bipartisan issue? Explain.

2. What do you think the federal government's role should be in education? What are some of the

problems associated with American public education? Which, if any, of the candidates' proposed reforms would best solve these problems?

3. How do the presidential candidates stand on the issues of student and teacher testing? Do you think standardized tests are an accurate gauge of a student's performance? Why or why not? How do you and your teachers feel about instituting mandatory teacher testing?

4. Have students research either Al Gore's or George W. Bush's position on education reform. Then, instruct each student to write an article or story that could be found on the candidate's website that addresses the candidate's education platform.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/10/03/debate.wrap/index.html
http://www.cnn.com/ELECTION/2000/resources/where.they.stand/
http://algore2000.com/
http://www.georgewbush.com/

Special Series: Faces of a Hero: Part I

1. Who is Oral Lee Brown? Describe the bond Ms. Brown has with her "babies." What is Ms. Brown doing for these young people? What prompted her to do this? When did she promise to put these young people through college? How did she choose Brookfield Elementary?

2. How has Ms. Brown been able to finance college for these former first-graders? How did she initially react to the promise she had made? Do you think you might have reacted the same way? Why or why not? What has been her motivation throughout the years?

3. What aspects of her own childhood have inspired Oral Brown to help others improve their lives? According to Ms. Brown, what priority for human beings hampers the fundamental need to learn? How did she act as a kind of "surrogate mom" to the young people she helps? Why did Jeffrey Toney almost take another road in his life? How did Ms. Brown get him to change his direction? Including Jeffrey, how many of the original first-graders are now in college, thanks to Oral Brown?

4. Does Oral Brown consider herself a hero? Explain. Do you think her "babies" would give her that title? Why or why not? Who does she consider the heroes in this story, and why? Would you classify Oral Brown as a hero? State your rationale.

5. Direct students to the first website below to learn more about the Oral Lee Brown Foundation. Point out that the foundation is not just about giving money away for college, but also about enriching the lives of the students through programs like mentoring and school visits. After all the time and resources Ms. Brown has put into her students' education, what do your students think would be the best thing they could do to repay her? Discuss.

6. When asked who they consider to be heroes, many people would respond with the names of people who have selflessly given their time, energy and resources to others. Introduce your students to the concept of philanthropy and have them consult a dictionary for the meaning of the word. Challenge groups of students to surf the Web for information on organizations that advance human causes, locally and/or globally. Share group findings in class. Discuss the mission of each of these philanthropies and how that mission is accomplished. If possible, invite a local philanthropist to share his/her story with the class and explain the rewards of working to improve the quality of life for others.

LINKS:
http://www.localcommunities.org/servlet/lc_ProcServ/DBPAGE=cge&GID=01002011550945281031790
http://philanthropy.com/
http://www.charitywatch.org/
http://www.philanthropy.org/

EDITOR'S NOTE:
education
policy
charter school
testing
leadership
philanthropy

DAILY DESK

Business Desk: Election 2000: The Economy

1. How did the stock market perform yesterday? On what did analysts blame stocks' decline? Why do you think political leaders are especially interested in this information? To what extent do you think it might influence voters?

2. Ask students to summarize Al Gore's and George W. Bush's views on the economy based on what they heard in the debate. Discuss how the candidates differ on the subject of tax cuts. What does each candidate feel should be the role of the federal government in the economy? Have students conduct research to learn more about the economic platforms of both candidates. Then have each student write an essay explaining which candidate's economic policy would most benefit his/her family, and why.

3. How do economic indicators and factors impact the political climate, especially in an election year? Divide students into groups and have each group choose one of the following:
   - the unemployment rate
   - inflation
   - the stock market
   - interest rates
   - the cost of living.

   Direct each group to research and explain how its particular indicator or factor can have a positive or negative impact on each of the two major presidential candidates.

LINKS:
http://cnnfn.cnn.com/
http://indexes.dowjones.com/
http://cnnfn.cnn.com/2000/10/03/markets/markets_newyork/
http://cnnfn.cnn.com/2000/10/03/economy/fed_meeting/

EDITOR'S NOTE:
national debt
tax cuts
economy

WORLDVIEW

Election 2000: International Policy

1. How did each candidate react to the recent elections in the former Yugoslavia? Did the candidates vary on their views of this event? Explain. On what international issues do you think they are more likely to disagree? Why?

2. How important do you think international policy issues are to voters this year? Explain. Are there any international issues that you consider of major concern? If so, explain how you would want a president to handle these issues.

3. Point out to students that there are other international issues to be considered, in addition to Yugoslavia. Lead a class brainstorming session to generate a list of those issues. The list should include issues such as military preparedness, use of the military, China, the Middle East, and the role of the U.S. in the United Nations. Divide the class into small groups, and have each group choose one international policy issue. Direct each group to research both candidates' positions on that issue. Challenge each group to write a brief (2-3 minute) script for a debate segment between George W. Bush and Al Gore, in which one candidate explains his position on the issue and the other candidate offers a rebuttal or counters with his position. Have each group role-play its script before the class.

LINKS:
http://www.cnn.com/ELECTION/2000/resources/where.they.stand/index.html
http://www.algore2000.com/
http://www.georgewbush.com/
http://www.janesonline.com/
http://www.foreignpolicy-infocus.org/
http://www.fpa.org/Citizens_Guide/citizens_guide.html

EDITOR'S NOTE:
NATO
democracy

NEWS CHRONICLE

Special Series: Faces of a Hero: Part II

1. What is a hero? Why are heroes important? In what "arenas" are heroes found? According to the story, what are the three key qualities that make up a hero? Can you think of other qualities that heroes display? Explain.

2. What is an anti-hero? How do anti-heroes and heroes differ? Give an example. Do you identify with any of the heroes or anti-heroes mentioned in the story? Why or why not?

3. Why are heroes important to children? How can the idolization of a hero influence the development of a child? Give examples of both positive and negative effects that heroes can have on children.

4. What is the origin of "American heroes"? What are some examples of American heroes? How are American heroes different from other types of heroes?

5. Ask students: Who are your heroes? Challenge students to identify at least five individuals from either their personal life, history, popular culture, literature, or folklore that they consider to be heroes. Instruct students to write brief explanations as to why these people are their heroes. Have students share their choices and discuss.

6. Do you think the definitions of hero and heroism have changed over time? Explain. If so, to what extent do you think media has influenced these changes? Challenge students to identify contemporary real life heroes and compare them to real life heroes of the past. How do their similarities and differences reflect changes in societal values and cultural norms? Do you think historical heroic figures, such as Thomas Jefferson and Robin Hood, would be considered heroes in today's society? Why or why not?

7. According to professor Alan Dundes, what is the "inherent hero pattern"? Have small groups of students research and prepare oral reports about fictional or real stories that illustrate the hero pattern. Such stories include "Cinderella," "Tarzan," "Star Wars" and "Superman." After each presentation, ask: Why is the hero pattern significant? Why have people been interested in hearing these types of stories throughout history? To what groups or individuals might the hero in each story appeal?

LINKS:
http://www.mikementzer.com/heroism.html
http://www.royalbank.com/community/letter/march2000.html
http://www.looksmart.com/eus1/eus52213/eus54535/eus166639/eus220832/eus535975/eus536925/r?l&
http://www.mythweb.com/heroes/heroes.html

Special Series: Faces of a Hero: Part III

1. Who is Vincent Martin? What personal obstacle did he encounter at the age of 23? How did going blind emotionally affect him? What compelled Mr. Martin to embrace life in the face of adversity?

2. Most people experience personal adversity, such as a loss or trauma, at some point in their lives. What are some common types of physical or emotional challenges that people encounter? What are some of the different ways that people respond to personal adversity? Why do you think some people are better able to deal with adversity than others?

3. Why do many people consider Mr. Martin a hero? Generate a class discussion about how Vincent Martin's accomplishments have inspired and enhanced the lives of others. How might someone who is battling a physical disability or personal adversity draw strength from Mr. Martin's accomplishments? Challenge each student to find and interview a person who has overcome physical or emotional adversity, and has used his/her experiences to inspire or better the lives of others. Each day, begin the class by having a student share his/her interview and discuss why this account is inspirational.

LINKS:
http://www.ausport.gov.au/para.html
http://www.olympics.com/eng/paralympics/
http://ntiserver.blind.state.ia.us/tips.htm
http://www.acb.org/

EDITOR'S NOTE:
hero
crossroads
visually impaired
adversity

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

October 5, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:35...01:55

Top Story ... 05:00...06:55
-Do vice presidential debates influence voters?
-Danville, Kentucky prepares for the first U.S. vice presidential debate.

In the Headlines ... 01:20...08:15
The Yugoslav constitutional court annuls presidential election results.

DAILY DESK ... 00:20...08:35

Science Desk ... 02:20...10:55
New adaptive technology can help visually impaired people in the work place.

WORLDVIEW ... 00:35...11:30

Artistry in Action: Japanese Candy Making ... 02:50...14:20
Japanese candy makers sculpt sweet creations.

One World Habitat: Saving the Skipjack ... 02:50...17:10
Efforts are underway to restore Maryland's fleet of skipjacks.

Communication Transformation: China Internet ... 02:15...19:25
The Internet poses problems for the government of China.

Inside Asia ... 02:15...21:40
An innovative Vietnamese school is using multimedia to educate the blind.

NEWS CHRONICLE ... 00:30...22:10

Space is the Place: Shuttle vs. Man ... 02:20...24:30
Some question if NASA's space shuttle program is worth the money.

Student Bureau ... 02:55...27:25
Teen entrepreneur Ashley Power develops a popular website for teens.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. Which two vice presidential candidates will be debating in Danville, Kentucky? What are some of the most memorable moments in the history of the U.S. vice presidential debates? Do you think vice presidential debates influence voters? Why or why not?

2. How do the citizens of Danville, Kentucky feel about having the debates in their town? What is the town doing to prepare for the debates? Why do you think Danville was selected as the site for the debates? How might the debates impact the citizens and economy of Danville?

3. Have students consult their texts or other resources to find out what the Constitutional requirements are for a person to serve as vice president. Discuss student findings. Then ask students to work in groups to determine some of the political requirements a presidential candidate considers when choosing a running mate. Lead a class discussion about how each of these factors played a role in the selections of Dick Cheney and Joe Lieberman. Which candidate do students think helps his "boss" more? Discuss.

4. Read the following statement by John Adams to students and generate a discussion about its meaning: "I am Vice President. In this I am nothing, but I may be everything." Then ask: In your opinion, should voters consider the vice presidential candidate when selecting a presidential candidate? Have each student choose one of the candidates running for vice president and conduct research to learn more about his views and background. Direct each student to write a paper explaining why this individual should or should not be elected to the position that is "a heartbeat away" from the presidency.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/10/04/debate.reax/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/10/04/vp.debate/index.html
http://congress.nw.dc.us/cgi-bin/election.pl?dir=cnn-interactive
http://www.cnn.com/ELECTION/2000/

In the Headlines: Yugoslavian Elections

1. What were the results of Yugoslavia's presidential election? Why did the Yugoslav constitutional court annul parts of the presidential election results? Why are Yugoslav miners and opposition supporters demonstrating? What is the next step in Yugoslavia's political process?

2. As a class, have students create a timeline of Yugoslavia's contemporary history and the role of Slobodan Milosevic. Direct students to the websites below for information about the war in Kosovo. Discuss the impact of Slobodan Milosevic's 13-year rule from the perspective of Yugoslav citizens. After your class has reviewed the timeline, have each student identify key issues that he/she thinks the Yugoslavian people will be facing as they rebuild their nation. Ask students to write essays that explore possible challenges of dealing with these issues.

LINKS:
http://www.cnn.com/2000/WORLD/europe/10/04/yugoslavia.protest.04/index.html
http://www.cnn.com/SPECIALS/2000/yugoslavia/index.html
http://www.cnn.com/SPECIALS/1998/10/kosovo/

EDITOR'S NOTE:

bipartisanship
Watergate
presidential debate

annulled
Yugoslavian elections

DAILY DESK

Science Desk: Blind Tech

1. What technology was unveiled at this year's annual convention of the National Federation of the Blind that will help in "bridging the gap between the world of the sighted and sightless?" How do these devices help people without sight to be able to do print-related jobs? How does Steve Shelton use technology to overcome obstacles in his job as a computer programmer?

2. About what percentage of working-age people without sight are unemployed in the U.S.? What explanation do advocates for the blind give to explain this high percentage? Given the advent of adaptive technology, for what kind of jobs do you think vision is essential, and for what kind of jobs do you think it is non-essential? Explain.

3. Although science has made it possible for people without sight to do many jobs at parity with sighted people, there still exists reluctance on the part of many businesses to offer them employment. Ask your students: If you were employed by an unsighted persons' advocacy group, how would you go about the difficult task of changing public perception of unsighted persons' abilities? Have groups of students plan public awareness campaigns that include the creation of radio, TV and print public service announcements. Then have groups actually create these announcements to the extent of the technology available. Have groups share what they have developed, and discuss the relative ability of each campaign to overcome the misperception described in the story.

LINKS:
http://www.nfb.org/
http://www.rit.edu/~easi/law/ocrsurvey.html
http://www.city-net.com/vipace/friends/chicago/newslr12.html#right_stuff
http://www.nfb.org/email.htm

EDITOR'S NOTE:
Braille
visually impaired

technology

WORLDVIEW

Artistry in Action: Japanese Candy Making

1. What types of sculptures do Japanese candy makers create? When did the art of Japanese candy making begin? How much do Japanese candy sculptures cost? Why do you think these sculptures are so expensive?

2. Point out to students that, though Japanese candy sculptures are a distinct art form, confectionery art has been around for centuries and carried out in different cultures. For example, "ornate edible

architecture and sculptures were often created for celebrations in the cities and courts of early modern Europe."

Refer students to online resources, including the websites below, to learn more about the history and cultural significance of confectionery art in different regions of the world. After students present their findings, provide your class with a variety of candy, glue, sugar water, and cardboard, and challenge each student to create a candy sculpture that reflects an aspect of their culture. Have students conduct an art show and invite other classes to view their creations.

LINKS:
http://www.cnn.com/2000/STYLE/design/09/12/japan.candy.reut/index.html
http://www.getty.edu/gri/exhibit/ediblemonument/index.htm
http://www.thelowell.org/lowell/feb15-96/page20/masterpiece.html

One World Habitat: Saving the Skipjack

1. Locate Chesapeake Bay on a U.S. map. What is a skipjack? Why are Maryland's skipjacks historically significant? What is the status of Maryland's skipjack fleet?

2. According to Chesapeake Bay Maritime Museum Director John Valliant, "By saving these vessels we believe we're really saving their (the fishermen's) way of life, a culture." Why is historical preservation important? What are other examples of historical preservation projects? How have these restoration or preservation efforts benefited the local community?

3. Divide your class into two groups. Have group one research the profession and lifestyle of the skipjack fishermen, and why many people feel it is important to preserve this culture. Have group two research the status of the oyster population in Chesapeake Bay, and the steps that are being taken to restore the bay's oyster population. After each group presents its information, have students discuss whether or not the government of Maryland should have loosened fishing restrictions on the skipjacks. Have students consider the economic and environmental pros and cons.

LINKS:
http://www.cbmm.org/
http://www.mdarchives.state.md.us/msa/mdmanual/01glance/html/symbols/boat.html
http://kids.infoplease.lycos.com/ce6/us/A0811720.html
http://www.cbf.org/state_of_the_bay/pollution_factor.htm

Communication Transformation: China Internet

1. How many people in China are using the Internet? How is the Internet affecting China's economy? What dilemma does the Internet pose for Chinese authorities? How has the Chinese government reacted to the Internet? How is China's relationship to the Internet a "perfect metaphor" for its relationship with the outside world?

2. The Internet has been called the ultimate freedom forum. What makes the Internet a breeding ground for free speech? How is online free speech beneficial? Could it have any downsides? Explain. If you were to read a story online about corruption or human rights violations in another country, how would you go about determining whether or not that story was true? What might be some of the negative repercussions for that country if the story was untrue?

3. Have students share what they know about China's transformation from a state-planned economy to a market-driven economy. Point out to students that on September 19, 2000, the U.S. Congress voted to grant permanent normal trade relations to China. As a result, "China is set to embark on its most far-reaching economic reforms since opening its markets to the world nearly 22 years ago."

Refer students to online resources, including the second website below, to learn about the projected impact of these reforms, including China's relationship with the international community. Then, have students consider what role the Internet will have in this process. Is the Internet essential? Explain. After the discussion, have students write essays that describe how they think the impending economic and technological changes might impact China's government and its citizens, and how the Chinese government should respond to these changes.

LINKS:
http://cnn.com/SPECIALS/1999/china.50/red.giant/human.rights.dalpino/internet/
http://www.cnn.com/2000/ASIANOW/east/09/20/china.wto/index.html
http://www.gio.gov.tw/
http://cyber.law.harvard.edu/

Inside Asia: Vietnam Computers

1. Where is the Bung Sang school located? Why is this school unique? What is the objective of the Multimedia Project? How is technology being used to help the school's students?

2. One of the biggest problems many people face if they become visually impaired is the loss of their independence. Challenge your students to find out how technology is helping some visually impaired people regain some of that independence. Divide the class into groups, and have each group research one new technological advance that aids those with vision problems. Have each group make a formal presentation of its findings.

3. Survey students in your class to find out what type of school or recreational activities they enjoy. Then, ask students how being deprived of their sight would impact their ability to enjoy these activities. Group students and challenge each group to devise a way to make participation in one of these activities possible for visually impaired individuals. Have groups share their ideas.

LINKS:
http://www.acb.org/
http://www.webable.com/search.html
http://ntiserver.blind.state.ia.us/tips.htm

EDITOR'S NOTE:
bonsai trees
edible
apprentices
skipjack
dredge
skippers
Braille

NEWS CHRONICLE

Space is the Place: Shuttle vs. Man

1. What is NASA? When and why did NASA create the space shuttle? What has been the space shuttle's role in space exploration? How much money does NASA spend each year on the space shuttle and International Space Station (ISS) programs? What percentage of NASA's annual budget is spent on these two programs? Why do some people criticize the space shuttle program?

2. Divide your class into three groups. Refer each group to online resources, including the links below, to learn more about the evolution of the automated space exploration, NASA's space shuttle

program, or the ISS. Have each group summarize the arguments for and against its program. Have students consider the extent to which the international community has financially and politically invested in these programs. Then divide your class into two groups to debate the following resolution: NASA should divert money away from the space shuttle and ISS programs to develop automated space exploration.

LINKS:
http://www.cnn.com/2000/TECH/space/10/03/spaceshuttle.ap/index.html
http://cnn.com/TECH/space/
http://spaceflight.nasa.gov/index-m.html
http://science.ksc.nasa.gov/shuttle/countdown/

Student Bureau: Goosehead.com

1. Who is Ashley Power? What is goosehead.com? How did the site get started? Why is this site unique? Why do you think goosehead.com is so successful?

2. What is an entrepreneur? What types of computer-related businesses are run by teenagers? What types of professional obstacles do you think teen entrepreneurs in the hi-tech industry might encounter? In your opinion, what skills and attributes do successful teen entrepreneurs have that enable them to achieve their professional goals?

3. Actor and new goosehead.com sponsor Richard Dreyfuss believes that "ultimately (goosehead.com) will become it's own entertainment network." What does Mr. Dreyfuss mean? Group students. Instruct students to imagine that Ashley Power has hired them as consultants to critique goosehead.com's content, design, sponsorship, and direction, and to propose ways to enhance the site. Have students consider the changes or additions that would be needed to enable the site to become it's own entertainment network. Direct each group to prepare a written summary of their findings and recommendations. Have students present their ideas to the class and discuss.

LINKS:
http://goosehead.com/
http://www.whizteens.com/

EDITOR'S NOTE:
space shuttle
NASA
automated space exploration
entrepreneur
goosehead.com

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CNN NEWSROOM Guide

October 6, 2000

There is no closed-captioning in today's show due to technical difficulties.
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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 00:20...01:25

Top Story ... 02:10...03:35
Yugoslav protesters seize parliament.

Democracy in America ... 06:00...09:35
Dick Cheney and Joe Lieberman face off in the U.S. vice presidential debate.

DAILY DESK ... 00:20...09:55

Editor's Desk ... 02:10...12:05
The Internet offers better communication between schools and parents.

WORLDVIEW ... 00:20...12:25

Artistry in Action: U.S. Cuban Dancers ... 02:00...14:25
An American dance troop visits Cuba.

One World Habitat: Wildfire Tourism ... 02:45...17:10
Wildfires jeopardize tourism in Hamilton, Montana.

Communication Transformation: Nonprofit Websites ... 04:00...21:10
The nonprofit world is using the web to encourage donations and community action.

Turner Website Information ... 00:45...21:55
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:20...22:15

Mothers Against Drunk Driving ... 05:30...27:45
-CNN NEWSROOM profiles Millie Webb, the new president of MADD.
-U.S. teens attend MADD's National Youth Summit to Prevent Underage Drinking.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Yugoslav Unrest

1. Why did hundreds of thousands of Yugoslavians demonstrate in the streets of Belgrade yesterday? Why does Vojislav Kostunica consider yesterday a historic day in Yugoslavia's history? How have the Yugoslavian police and military responded to the demonstrations? Why is their lack of action politically significant?

2. Who is Slobodan Milosevic? Why do the majority of Yugoslavian voters want Mr. Milosevic out of office? How has Mr. Milosevic responded to the situation? What do you think should be Mr. Milosevic's next move?

3. Point out to students that Yugoslavia is one of the last European countries to become a democracy. With the fall of communism in 1989, many Eastern European nations went from having totalitarian governments to democratic governments. Then have groups of students research the political history of Yugoslavia during the last century to determine why Yugoslavia resisted democratic reform in 1989.

   After students discuss their findings, instruct each group to research the process of democratic reforms in different Eastern European nations, including Romania, Germany, Czechoslovakia, Poland, and Hungary. Have students compare and contrast these nations' experiences to the current political reform occurring in Yugoslavia.

LINKS:
http://www.cnn.com/2000/WORLD/europe/10/05/yugoslavia.protest.04/
http://www.cnn.com/2000/WORLD/europe/10/05/yugoslavia.protest.03/index.html
http://www.cnn.com/SPECIALS/2000/yugo.crisis/index.html
http://www.cnn.com/SPECIALS/1998/10/kosovo/
http://www.cnn.com/SPECIALS/cold.war/

Democracy in America: Election 2000

1. Which two vice presidential candidates debated in Danville, Kentucky? What issues did they address? What were some of the most memorable moments in these debates? Do you think this vice presidential debate will influence voters? Explain. Do you think there should be more than one vice presidential debate? Why or why not?

2. Based on what you have seen of the vice presidential debate, which candidate do you think came across as more confident? Relaxed? Truthful? On what do you base your response? On a scale of one to ten, with ten being the "most effective," how effective do you think each candidate was in helping his party's campaign ticket? Explain your response.

3. Working in groups, have students research the issues that were addressed in last night's debate, including education, the economy and the situation in Yugoslavia. Then instruct students to investigate the candidates' positions on each issue. Have each group create a side-by-side comparison of Dick Cheney's and Joe Lieberman's positions. Instruct groups to create posters to present their comparisons. Display the posters around the classroom.

4. Ask students to list on a piece of paper five issues that are most important to them. Then present the following scenario: You have been given the opportunity to supply the debate moderator with the debate questions. What questions would you want the moderator to ask Mr. Cheney and Mr.

Lieberman? Challenge each student to come up with at least one question for each of the five issues. Have students share their questions and have the class predict how the candidates would respond.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/10/05/vp.debate/
http://congress.nw.dc.us/cgi-bin/election.pl?dir=cnn-interactive
http://www.cnn.com/ELECTION/2000/
http://www.debates.org/
http://www.algore.com/lieberman/index.html
http://www.georgewbush.com/

EDITOR'S NOTE:
Yugoslavia
Vojislav Kostunica
Slobodan Milosevic
revolution
democratic reform
vice presidential debate
Joe Lieberman
Dick Cheney

DAILY DESK

Editor's Desk: Cyber School

1. What "quiet revolution" is going on in many American schools? What are some companies doing to assist schools in this revolution? How is technology providing an instant link from school to home and back? What kinds of information can parents get from these sites?

2. What is the "Digital Divide"? Why are some concerned about the Digital Divide in this case? According to the video, what percentage of U.S. schools are equipped with computers? What do you think could be done to use technology in all schools to keep parents and students better "connected" to their schools?

3. Ask students: How did parents and teachers communicate before the Internet? How has Internet technology improved communication in an educational setting? Point out that colleges and universities have taken the lead in using the Internet to communicate with applicants, students, alumni, and instructors. Have students consult some college websites to see what kinds of information they offer. What academic, social, and ecological advantages does this form of communication offer to the college community? Are there any downsides? Discuss.

4. Does your school have a webpage? If so, direct students to its Internet address and help them familiarize themselves with the webpage's content. Discuss how students can maximize the usefulness of their school's website for information on things like missed assignments and extracurricular activity schedules. If your school does not have its own webpage, appoint a student representative to consult your administration to find out if the opportunity to create one exists, and what steps and guidelines must be followed. Poll teachers and students to get a list of the most "in demand" features the site should have. You may want to consult other schools' sites to see their designs and information they offer. Decide who will create and maintain the site. Then, guide a group of interested students and teachers through the process of creating the school's webpage.

LINKS:
http://www.rci.rutgers.edu/~au/workshop/create.htm
http://www.wm.edu/
http://www.uga.edu/

- http://www2.tulane.edu/

EDITOR'S NOTE:
Digital Divide
revolution
technology
schools

WORLDVIEW

Artistry in Action: U.S. Cuban Dancers

1. What is the first American dance group to visit Cuba since 1959? What is the goal of these dancers? Do you think cultural exchanges can erase barriers among people? Explain.
2. How would you describe the current relationship between the U.S. and Cuba? What is the source of the friction between these two nations? How might dance and other artistic performances from both nations improve that relationship?
3. Have students conduct research to learn more about Cuba's history, music and culture. Direct students to share their findings. Then challenge students to choreograph an interpretive dance they feel represents the history of the relationship between the U.S. and Cuba from the early 1960s to the present day. Encourage them to perform the dance for other classes, or teach it to a group of younger students.

LINKS:
http://www.latinolink.com/news/0331cuba.html
http://afrocubaweb.com/Music.htm
http://www.lonelyplanet.com.au/dest/car/cub.htm

One World Habitat: Wildfire Tourism

1. How many people live in the community of Hamilton, Montana? Why has tourism to Hamilton, Montana declined over the past few months? How have the wildfires and the decline in tourism affected Hamilton's economy and its citizens?
2. The citizens of Hamilton are hopeful that by next summer tourism will resume in the area. Pose the following question to groups of students: If you had a vital interest in Hamilton's tourist industry, what would you say or do to persuade travelers to visit in the summer of 2001? Then have each group research information on tourist attractions and natural wonders in Hamilton, Montana and its surrounding areas. Direct each group to prepare and present a multimedia presentation designed to revive the tourist trade in Hamilton, Montana.

LINKS:
http://www.ohwy.com/mt/h/hamilton.htm
http://www.nifc.gov/information.html
http://www.usfa.fema.gov/

Communication Transformation: Nonprofit Websites

1. According to the story, how many websites currently exist? What is the difference between a "dot com" and a "dot org"? How is the web helping the Red Cross organization? Besides building blood banks, what is the work of the Red Cross? How much more money has been donated to the Red

Cross this year, as compared to two years ago, when it did not have a website? In what ways can having a website allow nonprofits to reallocate funds to better serve their constituents?

2. Were you previously aware of thehungersite.com? If yes, do you visit it daily to contribute, and if not, why not? If not, will you make use of the site on a regular basis? Why or why not? Why do you think this site is a "dot com" rather than a "dot org"? How does this site benefit commercial sponsors? In what ways do sites such as this one allow people at all income levels to become philanthropic? Do you know of any similar sites? If so, share them with the class.

3. Ask students to go to the Red Cross website after listing the services they think are provided by the Red Cross. Ask them to make a list of services they find after reviewing the organization's site. Did they find any new information? How is the web "a kind of constant commercial"? How do they think that the information one finds on the site impacts donations to the Red Cross?

4. Direct students to the atlantacares.com site. Ask them to analyze its organization and ways in which it can help local citizens be active and help one another. Challenge students to create plans for their own community website using atlantacares.com as a blueprint. Group students by interests (arts, youth, communications, animals, environment, etc.), and have them research which local groups should be represented in that area of their community website. If possible, pull all the plans together and have your class present its idea to a local government representative for consideration.

LINKS:
http://www.redcross.org/
http://thehungersite.com
http://atlantacares.com
http://www.freedonation.com
http://www.philanthropy.com/resource.dir/resmain.htm
http://www.envirolink.org/
http://cares.org/national/

EDITOR'S NOTE:
folklore
humanitarian
nonprofit
tourism
Cuba

NEWS CHRONICLE

Mothers Against Drunk Driving

1. Discuss how Millie Webb's life was forever changed on August 14, 1971. Who perished in this accident? What injuries did Millie sustain? How has Millie coped with her emotional injuries? Explain how Millie has channeled her grief into positive action. What does she want others to learn from her experience?

2. What is MADD? How long has this organization been operating? Is MADD a successful organization? Explain. Are you familiar with the "designated driver" concept? Do you think most teens and adults practice this policy? Why or why not?

3. According to experts, what is the number one choice of drug among American teens? Do you agree with this claim? Why or why not? If so, why do you think this is the case?

4. When and where was MADD's National Youth Summit held? How many teenagers attended? What was the goal of the summit? According to the video, what are the statistics on underage drinking? Do these statistics surprise you? Why or why not?

5. Have student groups interview medical, social service and law enforcement personnel to gain an accurate profile of the use and consequences of underage alcohol consumption in your community. Then, have each group use a different method to publicize its findings, e.g., letter to the editor, poster campaign, brochure, dramatic presentation, etc. Have your class share its research and projects with the general student body.

6. Do you think driving is a right or a privilege? Explain. Why do you think people choose to drive while under the influence of alcohol? Direct students to online resources, the department of motor vehicles, or to local law enforcement officials to learn about the legal consequences of drinking and driving, particularly as they pertain to teens. Do you think these consequences are adequate? If not, how should they be changed?

7. Inform students that in most U.S. states, the legal blood alcohol limit is .10. Later this month, Congress is scheduled to vote on a bill that would make .08 the legal blood alcohol limit throughout the United States. Direct small groups of students to multimedia resources, including the links below, to learn about the blood-alcohol issue. Have groups consider:
    - the physical effects of alcohol
    - how alcohol affects a person's ability to drive
    - whether lowering the legal blood-alcohol limit to .08 would reduce the number of alcohol-related car crashes
    - political issues that might prevent the bill's passage.

   After students discuss their findings, divide your class into two groups to debate the following resolution: The U.S. government should pass legislation making .08 the legal blood alcohol limit.

LINKS:
http://www.cnn.com/2000/US/09/06/madd.anniversary.01/
http://www3.madd.org/dm/window.cfm
http://www.alcoholfreekids.com/
http://www.nat-sadd.org

EDITOR'S NOTE:
MADD
blood alcohol limit
youth summit
prevention
Millie Webb

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CNN NEWSROOM Guide

October 9, 2000

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at http://turnerlearning.com/newsroom/enroll.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:25...01:35

Top Story ... 01:15...02:50
Yugoslavian president Vojislav Kostunica takes office.

In the Headlines ... 00:15...03:05
Aleksander Kwasniewski wins Poland's presidential election.

Special Series ... 05:45...08:50
Who were the Vikings?

Special Series ... 05:00...13:50
Archeological excavations shed new light on the Viking culture.

DAILY DESK ... 00:20...14:10

Environment Desk ... 01:35...15:45
Electric cars offer a pollution reducing alternative for California's drivers.

WORLDVIEW ... 00:20...16:05

Information Please ... 06:30...22:35
Iceland's contrasting weather and geography provide adventurous opportunities.

NEWS CHRONICLE ... 00:20...22:55

Special Series ... 04:30...27:25
A descendant of Leif Eiriksson recreates an ancient journey.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Yugoslavian Elections

1. Who is Yugoslavia's new president? Why were the initial results of Yugoslavia's recent presidential elections annulled? In what way does the election of Vojislav Kostunica signal a new era for Yugoslavia? How has the Yugoslavian military responded to the election of President Vojislav Kostunica? Do you think the actions of Yugoslavia's military influenced the outcome of the elections? Explain.

2. Inform students that two major tasks facing President Kostunica are to transform Yugoslavia politically and economically. Refer students to online resources, including the websites below, to research the recent history and status of Yugoslavia's government and economy. Then have students make a list of the political and economic issues that President Kostunica will need to address to institute economic and governmental reforms. Have students prioritize these concerns and discuss how President Kostunica should address each of these issues. What, if anything, should the international community do to help Yugoslavia during this period of transition?

LINKS:
http://www.cnn.com/2000/WORLD/europe/10/08/yugo.kostunica/index.html
http://www.cnn.com/SPECIALS/2000/yugo.crisis/index.html
http://www.cnn.com/SPECIALS/1998/10/kosovo/
http://www.cnn.com/SPECIALS/cold.war/

Special Series: The Vikings: Part 1

1. Who were the Vikings? Who were the ancestors of the Vikings? During what period of time did the Vikings "invoke a reign of terror in Europe"?

2. What evidence suggests that the Vikings were talented engineers? What was the Vikings main mode of transportation? Why? What is a "longboat"? Why was this vessel unique? What technological innovation enabled the Vikings to invade Europe? What was the Viking's weapon of choice? Why?

3. According to scholars, why did the Vikings begin their conquest of Europe? What European countries did the Vikings invade? Group students. Have each group select one of these European nations and research the history of the Viking raids and their impact on the country. Instruct students to consider the role of the longships and why monasteries and churches along the coasts were frequent targets of the Vikings. Then, have each group present its information in the form of a televised news story, or series of news stories. If possible, have groups video tape their stories and show them to the class.

4. Compare the Viking Era to European colonization in later years. Have students consider if there were similar underlying economic, social or political factors that may have contributed to the Viking conquests and to the spread of European colonies.

5. Direct groups of students to the websites below to learn more about the design and building of the Viking longboats and the significance of the ornamentation often found on the Viking ships. After students present their findings, have them create and sketch their own vessel ornamentations. Have students present their designs to the class and explain their symbolic significance.

LINKS:
http://www.sciam.com/1998/0298issue/0298hale.html
http://www.mariner.org/age/vikship.html
http://www.mariner.org/age/vikingexp.html
http://www.time.com/time/magazine/articles/0,3266,44020,00.html
http://www.mnh.si.edu/vikings/

Special Series: The Vikings: Part 2

1. What new information have archeological expeditions revealed about the Viking culture? Why were the Vikings thought to have had an enlightened society for their times? How did the role of Viking women differ from the roles of women in other countries?

2. How did the Viking's European conquests influence the Viking culture? What was the original religion of the Vikings? Why did the Vikings embrace Christianity? Refer students to their texts and to online resources to learn more about the differences between (German) paganism and Christianity. Have students create a chart that depicts the fundamental differences between these two religions. Then, as a class, discuss the extent to which religion may have influenced the evolution and the ultimate end of the Viking Age.

3. What aspects of the Vikings and their culture still exist in today's society? Have students work in groups to research different aspects of Viking culture and civilization. Direct each group to choose one of the following topics to research:
    1. Viking ships and Viking exploration
    2. The Viking Sagas
    3. Viking folklore, including mythology
    4. Life in Viking villages.

    After each group makes a formal presentation of its findings, ask: Why have Vikings traditionally been portrayed as "barbaric pagans," despite their engineering, building, political and organizational skills? Do you think the portrayal of the Vikings as "barbaric pagan raiders" is accurate? Why or why not? If not, how would you describe the Vikings?

4. Refer students to the last two websites below to learn more about Viking food. What do the recipes reveal about the culture and lifestyle of the Vikings? If possible, have groups of students prepare some of the different recipes listed.

LINKS:
http://www.iceland.org/
http://beyond.landsend.com/viking/lore/vi_gods.html?sid=0910118541129#top
http://www.beyond.landsend.com/viking/lore/vi_viking_age_women.html?sid=0970954088073
http://viking.hgo.se/
http://www.jorvik-viking-centre.co.uk/
http://viking.no/e/life/efood.htm
http://www.cs.vassar.edu/~capriest/vikfood.html

EDITOR'S NOTE:
Yugoslavia
Vojislav Kostunica
Poland
Aleksander Kwasniewski
Viking
pagan
longship
axes

DAILY DESK

Environment Desk: Smog Free Cars

1. About how many electric cars are on California's roads? What percentage of new cars in California must be electric by 2003? What part of electric cars is responsible for their higher price? Why?

2. What are the limitations of electric cars? Do you think their environmental advantages outweigh their disadvantages? What is the current position of car manufacturers on the "ten percent rule"? What precedent has California set regarding previous requests by manufacturers? Do you think the

same result will happen when the revue board makes its decision in January? Explain.

3. Electricity powered cars represent one alternative to internal combustion engine powered vehicles that are being explored by automobile manufacturers. Other alternatives currently being explored are fuel cells, natural gas and hybrid electric cars. Working in small groups, have your students research both electricity powered cars and one of the other alternatives. Have each group compare its two vehicles for:
    - Pollution output
    - Expense to produce
    - Expense to drive
    - Type of fuel needed
    - Distance between refueling

   After each group has presented its information, have each student write a paper stating his/her preference for which type of car he/she thinks is the best alternative, and how a shift to this type of car could be encouraged.

LINKS:
http://whyfiles.org/005electcar/index.html
http://www.gmev.com/news/news.htm
http://www.calstart.org/calindex3.html
http://www.tridenthev.com/
http://www.eni.it/snam/english/multipla/autoametano.html

EDITOR'S NOTE:
electric car

emissions
subsidize

WORLDVIEW

Information Please: Iceland's Arctic Adventure

1. Why do Icelanders claim that their island is unfairly named? What kind of scenery can one find at the southeastern portion of the country? What geographic feature dominates 10% of Iceland's entire land surface?

2. What climate variations can be experienced in Iceland? Describe the sights and sounds one experiences while traveling past the icebergs. How does the glacier provide a wealth of high-adrenaline activities? Why does the reporter feel "incredibly small and insignificant" on the glacier?

3. Based on what you have seen in the video, when do you think is the best time of the year to visit Iceland? Why? What would you pack if you were embarking on a two week tour of the entire country?

4. Point out Iceland's location on a world map. Inform students that about 80% of Iceland's land is lava desert, glaciers, or lakes; the only arable areas are on the coast. Iceland is generally divided into seven geological/physical/scenic regions: the Southwest (including Reykjavik), the West, the West Fjords, the North, the East, the South (including the Westman Islands), and the Interior. Divide the class into seven groups, and have each choose one of these regions to research. Challenge each group to use its information to create a geophysical map of its region, either as a three-dimensional model or a webpage.

5. This story is about Iceland's striking sights, but the unseen is also at work to shape the island's geographic features. What are tectonic plates, and how does their movement impact land masses? Have students conduct research to learn more about tectonic plate activity beneath this region, and share their findings. What tectonic ridge does Iceland straddle? What are the effects of Iceland's position on this ridge?

LINKS:
http://tlc.ai.org/iceland.htm#CLIM
http://www.vedur.is/english/index_eng.html?
http://www.vefur.is/iceland/
http://www.excite.com/travel/countries/iceland/?page=factsheet
http://www.excite.com/travel/countries/iceland/?page=overview
http://www.axionspatial.com/~atlas/countries/109_geo.html

EDITOR'S NOTE:
glaciers

terrain
Iceland

NEWS CHRONICLE

Special Series: The Vikings: Part 3

1. Who was Leif Eiriksson? What did he discover? What evidence supports the theory that the Vikings made it to North America 1000 years ago?

2. Who is Gunnar Eggertsson? When did he become interested in the Vikings and their ships? What was the destination and purpose of his voyage? How long did it take Gunnar Eggertsson to complete his trip? Who accompanied him on the trip? Why was Gunnar Eggertsson's trip historically and scientifically important? Why do you think the journey is a source of pride for Icelanders?

3. Using a world map and information from the second website below, have students plot the course of Gunnar Eggertsson's voyage. What factors made his trip treacherous? Then have students consider how our knowledge of the earth, oceans, weather and sailing has evolved since Leif Eiriksson's time. As an example, you may want to inform students that "during the era of the Vikings, most Europeans believed that the world was flat and the ocean emptied into an abyss." Make a list of your students' responses. Then as a class, have them consider the risks assumed by Lief Eiriksson, and the challenges that he probably encountered during his voyage. How do you think Gunnar Eggertsson's and Leif Eiriksson's voyages differed?

4. Point out to students that the Vikings did not establish a permanent settlement in North America. Send students on an online scavenger hunt to find out the different theories about why the Vikings didn't settle in North America. These theories include, poor farming opportunities and the inability of the Vikings to establish positive relations with the Native Americans. After students present their findings, have students brainstorm a list of differences that may have contributed to the conflict between the Vikings and the Native Americans.

LINKS:
http://www.leifur-eiriksson.org/
http://www.viking-2000.com/
http://www.athenapub.com/vinland1.htm
http://www.beyond.landsend.com/viking/lore/index.html?sid=0961369572250
http://www.pastforward.co.uk/vikings/

EDITOR'S NOTE:
Leif Eiriksson
Vinland
Gunnar Eggertsson
artifacts
Icelander
culture

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CNN NEWSROOM Guide

October 10, 2000

Join CNNfyi.com and the Centers for Disease Control for a live Interactive Learning Adventure ... October 24, only on CNNfyi.com!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 01:00...02:05

Top Story ... 02:45...04:50
Recent clashes between Arabs and Israelis concern neighboring Arab states.

In the Headlines ... 02:00...06:50
Allies of Yugoslavia's new president pressure Serbian government officials to step down.

DAILY DESK ... 00:25...07:15

Health Desk ... 02:30...09:45
The number of American grandparents raising their grandchildren is increasing.

WORLDVIEW ... 00:25...10:10

Culture Watch: San Blas Islands ... 03:10...13:20
CNN NEWSROOM's Tom Haynes explores the San Blas Islands.

One World Habitat: Seine River Clean-Up ... 02:50...16:10
The French government attempts to clean the Seine River.

Taking Care of Business ... 03:30...19:40
Germany launches a "green card" plan.

NEWS CHRONICLE ... 00:25...20:05

Democracy in America ... 03:20...23:25
Polls attempt to gauge the political pulse of many by surveying a few.

Turner Website Information ... 00:45...24:10
Information on the CNN NEWSROOM Daily Classroom Guide

Our World ... 02:55...27:05
Suburban Chicago students are on the cutting edge of portable technology.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Crisis in the Middle East

1. Summarize the events that have unfolded in the Middle East over the past two weeks. What event was the catalyst for this violence? Why is Jerusalem significant to both Arabs and Israelis? What are the other major sticking points in peace talks between the two?

2. Why do the moderate Arab governments have an interest in seeing the violence subside? Explain why Jordan's King Abdullah, Egypt's President Mubarak, and Syria's President Bashar Assad have reason to be concerned about the situation in the Middle East.

3. Who is Yasser Arafat? How has he proven to be "a mosquito in the Israeli elephant's eye"? How could Arafat "lose big" if Israeli Prime Minister Barak forms a national unity government that includes right-wing interests?

4. Challenge your students to further explore the ramifications of an unstable Middle East for Arab leaders. Divide the class into three groups, and have each group choose one of the following leaders and countries: King Abdullah of Jordan, President Hosni Mubarak of Egypt, or President Bashar Assad of Syria. Then have each group conduct research to determine the domestic issues and political challenges facing each leader. Have each group share its findings and discuss to what extent growing tensions in the Middle East could work to undermine each leader's power.

LINKS:
http://www.cnn.com/2000/WORLD/meast/10/09/mideast.violence.03/index.html
http://www.pna.net/
http://www.israel-mfa.gov.il/mfa/home.asp
http://www.emulateme.com/westbank.htm

In the Headlines: Yugoslavia Update

1. Who is Yugoslavia's new president? What task must he next undertake in order to run Yugoslavia? Why is control over the Serbian government so vital to President Kostunica? What resignation has already dealt a serious blow to former President Milosevic's efforts to keep a foothold in Serbian politics?

2. What happened when demonstrators marched on Milosevic's home? Why do you think the police allowed the demonstration to take place? Why was their inaction significant? Recently, newly elected President Kostunica said, "We lived in a system without democracy. It exists now." Do you think democracy exists now in Yugoslavia? State your rationale.

3. European leaders have decided to lift the sanctions against Yugoslavia. What does this mean? What effect could this lifting of sanctions have on the young Kostunica presidency?

LINKS:
http://www.cnn.com/2000/WORLD/europe/10/09/yugo.tol/index.html
http://www.cnn.com/2000/WORLD/europe/10/09/yugoslavia.sanctions.03/index.html

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EDITOR'S NOTE:
Jerusalem
West Bank
radicals
Vojislav Kostunica

Slobodan Milosevic
parliament
balance of power
reforms

DAILY DESK

Health Desk: Grandparents as Parents

1. Approximately how many U.S. children are being raised by their grandparents or other relatives? Why are so many birth parents unable or unwilling to raise their children? What caretaking options are available for children without parents? Which option do you think is best? Why?

2. Why do you think the number of grandparents raising grandchildren is increasing? How do you think this situation is affecting the grandchildren? What issues do you think many grandparents encounter when they assume responsibility of parenting their grandchildren? What support services are available for these grandparents? Do you think these services are adequate? Why or why not?

3. The fact that so many American grandparents are now parenting their grandchildren is indicative of many social problems, such as abuse, abandonment, divorce, poverty, substance abuse and alcoholism. Have groups of students conduct research to learn more about the epidemiology and impact of these problems on individuals, families and society. Next, invite a social worker to speak to your class about the impact of these issues on children, and the pros and cons of having grandparents raise their grandchildren. Then have each student write an editorial about the changing role of American grandparents and the long-term societal consequences of this trend.

LINKS:
http://www.fcs.wa.gov.au/parenting/factsht/grandpar/factsht.htm
http://www.msnbc.com/news/444841.asp
http://www.grandparenting.org/
http://home.pacbell.net/grnyanie/grandpar.htm
http://www.aarp.org/confacts/programs/grandraising.html

EDITOR'S NOTE:
grandparents
abused
neglected
birth parents

WORLDVIEW

Culture Watch: San Blas Islands

1. What is an archipelago? Where is the San Blas Archipelago located? Who are the Kuna Indians? How is their culture and lifestyle unique? What factors have enabled the Kuna to preserve their civilization?

2. Refer students to the websites below to learn more about the Kuna Indians and the history of the San Blas Archipelago, including Vasco Nuñez de Balboa and his colonization of San Blas. Then have students use their research to create an informative brochure that includes artwork, maps and important details for the traveler (i.e., how to get there, what to bring, what to wear).

3. Challenge groups of students to prepare multimedia presentations about native island cultures and

how they have been affected by global expansion and tourism during the last century. After groups present their findings, ask: Do you think it is important to preserve traditional island cultures? Explain. In your opinion, will the Kuna Indians, and other indigenous islanders, be able to preserve their traditional cultures and lifestyles in years to come? Why or why not?

LINKS:
http://www.pa/turismo/sanblas/index2.html
http://sailsanblas.com/
http://www.panart.com/
http://www.win.tue.nl/~engels/discovery/balboa.html

One World Habitat: Seine River Clean-Up

1. Locate the Seine River on a map of Europe. For centuries, what functions did the Seine River provide for the towns along its banks? What factors have jeopardized the quality of the river? What action has the French government taken to clean the Seine River? Have these efforts been effective? Explain. Would you have any reservations about drinking water from the Seine River? Why or why not?

2. According to the video, the clean-up of the Seine River is intended to bring back commerce and encourage tourism. Why do you think increasing tourism is as important to Paris officials as addressing environmental concerns? In your opinion, should these two issues be given equal consideration in regard to the clean-up efforts? Explain.

3. Throughout history, cities have been built near bodies of water to take advantage of their resources. Group students. Using multimedia resources, including the websites below, have each group find an example of a city whose commerce is based largely on its proximity to a body of water, such as a river, harbor or ocean. Challenge each group to identify the relationship between the city's infrastructure and the body of water. What problems have the city's citizens and its businesses experienced as a result of their dependency on water? Have students consider the city's environmental impact on the water. After groups present their findings, discuss the advantages and drawbacks of founding a city based on its proximity to a large body of water.

LINKS:
http://www.ovpm.org/ovpm/sites/aparis.html
http://www.curriculumvisions.com/river/worldRivers/EuropeRivers/Seine.html
http://encarta.msn.com/find/Concise.asp?ti=0020A000
http://www.hawaii.gov/dbedt/
http://www.state.me.us/
http://www.gov.ns.ca/ecor/
http://www.looksmart.com/eus1/eus53706/eus53712/eus53775/eus517274/eus330298/eus517305/r?l&

Taking Care of Business: Germany Green Cards

1. Why has the German government decided to import high-tech labor? How has Germany's high-tech sector responded to the "green card" plan? Who is criticizing the plan? Why?

2. Why do you think a member of Gerhard Schroeder's conservative opposition is using the slogan "children instead of Indians"? Do you think this slogan is xenophobic? Explain. In your opinion, how could radicalism impact Germany's job market? Do you think the green card issue will affect Chancellor Schroeder and the future of Germany's Social Democratic Party? Explain.

3. Group students. Have each group select a country and research how computer technology and the Internet is reshaping the form, nature, and future course of the nation's economy. After students present their findings, ask: Do you think it's important that all nations support the worldwide race for technology development? Why or why not?

4. Refer students to multimedia resources, including the last website below, to learn about U.S. immigration policies, and the benefits and drawbacks associated with green card immigration. Then divide your class into two groups to debate whether or not Germany should import high-tech labor. Ask groups: Should Germany consider other options to solve its high-tech labor problem? Discuss.

LINKS:
http://www.cnn.com/2000/WORLD/europe/08/01/germany.greencard/index.html
http://eng.bundesregierung.de/dokumente/Artikel/ix_14150.htm
http://www.ins.gov/graphics/1GreenCard.htm
http://eng.bundesregierung.de/frameset/index.jsp

EDITOR'S NOTE:
archipelago
Kuna
plantains
moles
flotilla
"Kinder Statt Inder"
industrialized
rightist

NEWS CHRONICLE

Democracy in America: Anatomy of a Poll

1. How would you define "poll"? According to Frank Newport of the Gallup Organization, what is the key to telephone polling?

2. What is the "margin of error"? How does the informal New York City poll conducted in the video illustrate how the margin of error works? What happens to the margin of error if you ask 100 people instead of 10? What happens to the margin of error if you increase your poll to 1000 people? Why do you think the margin decreases as the number of respondents increases? Why do you think this effect does not continue beyond 1000?

3. How do pollsters find the right 1000 people to poll about the presidential race? How do the pollsters make sure the questions don't influence the respondents' answers? According to the video, what problem do pollsters face? How have response rates changed over the past two decades? Why is this happening?

4. What function do polls serve? According to John Zogby, "...more and more of us just want to find out where we fit into society at large." Do you think polls help us figure out "where we fit into society"? Why or why not? To what extent do you think journalists should focus on polls? To what extent do you think candidates and the electorate should accept their results? Why? Discuss.

5. What kinds of polls exist? To what extent is each kind of poll reliable? Divide the class into small groups, and have each group locate and examine the results of one of the following kinds of polls:
   - telephone poll
   - Internet poll
   - exit poll.

   Have the group analyze the poll's method and findings, with a focus on elements of polling including sampling, bias, and margin of error. Direct a spokesperson for each group to present the group's analysis to the class. Conclude with a discussion of poll reliability. Ask students: If you were going to create the "perfect" presidential poll, who would you survey, how would you choose them, and how would you conduct the poll?

LINKS:

http://washingtonpost.com/wp-srv/politics/polls/datadir.htm
http://www.publicagenda.org/
http://www.pollingreport.com/
http://www.evote.com/polls/POLLARCHIVES.asp
http://news.lycos.com/headlines/TopNews/article.asp?docid=RTNEWS-POLL-MONDAY-DC&date=20

Our World: Cutting Edge Classroom

1. What kind of technology are students in Illinois School District 230 using? For what do they use the hand-held computers? Why did the district begin using them? What do students pay to own or rent them? What option is available to those who cannot afford them?

2. How are some parents reacting to the use of these devices? What do students think about their use? What company is marketing the devices to educators? What challenges might exist to their widespread use in education?

3. What kinds of technology is at work at your school? Do you find this technology helpful in your educational experience? Explain. Are there any downsides to its use? If so, what are they? If not, what would you say to convince all schools to use this technology?

LINKS:
http://www.thejournal.com/
http://www.mcrel.org/products/tech/technology/index.asp
http://www.wam.umd.edu/~mlhall/teaching.html

EDITOR'S NOTE:
margin of error
political poll
sample
randomly select
bias
response rate
Palm Pilots
technology

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CNN NEWSROOM Guide

October 11, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 05:05...07:05
North Korea observes 55 years of communism with celebrations.

DAILY DESK ... 00:35...07:40

Business Desk ... 02:25...10:05
It's getting tougher to attract people to the teaching profession.

WORLDVIEW ... 00:25...10:30

Sports Page: St. Andrews Golf ... 04:50...15:20
Golf fans come to St. Andrews for its history and challenging courses.

Our Planet: Russia Brown Bears ... 03:10...18:30
Russia's brown bears are theatened by poachers and dwindling food supplies.

Communication Transformation: France Internet Issue ... 02:15...20:45
France and the U.S. tangle over Internet censorship.

Turner Website Information ... 00:45...21:30
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:35...22:05

Nobel Prize: Physics and Chemistry ... 02:05...24:10
High-tech discoveries earn Nobel Prizes for several individuals.

No Nobel ... 02:30...26:40
Ralph Alpher is "the forgotten man" behind the big bang theory.

Look Ahead ... 00:30...27:10
Next Week: Still Coming to America

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: North Korea Diplomacy

1. Why did a million Koreans gather in Pyongyang yesterday? How was this celebration different from those of the past? What does this say about relations between North and South Korea? When did the Korean War end? What is the Demilitarized Zone, and how has it affected life for families in both North and South Korea?
2. Who is North Korea's current leader? What was his role in the celebration? What symbols were part of the celebration? What does each represent to the people of North Korea? Who is Jo Myung-Rok? Why was he in Washington, D.C.? Why was his visit historically significant? What were some of the topics in the talks between Jo Myung-Rok and President Clinton?
3. In the video, CNN's Mike Chinoy says of the celebration, "This kind of ritualized political theater is an essential ingredient in North Korea's unique system." What does he mean by "ritualized political theater"? Considering the fact that communism is almost non-existent in other parts of the world, and that North Korea has endured five years of famine and economic problems, why do you think the government took the time and resources to stage this "political theater"?
4. Use this opportunity to introduce your students to the Korean War, its causes and aftermath. Have students work in groups to conduct research to learn more about the war and international involvement in it. Share group findings and discuss the current status of relations between the two Koreas.
5. What issues exist between North Korea and the United States? Direct groups of students to research these issues and share their findings. Have each student choose one issue, such as the removal of North Korea from the list of terrorist nations, and write a position paper in which his/her opinion on the issue is supported by facts gathered in research.

LINKS:
http://www.kimsoft.com/korea.htm
http://www.kcna.co.jp/index.htm
http://www.koreanwar.go.kr/english.htm
http://www.clas.berkeley.edu/~korea/warevents1.html

EDITOR'S NOTE:
Korean War
communist
Pyongyang
Kim Jong Il
Kim Dae Jung
diplomatic
terrorism
missile technology

DAILY DESK

Business Desk: Teacher Shortage

1. Why do many teachers feel as though they are "under fire"? Who is criticizing those in the profession? How has this political season sharpened that criticism? Why do some teachers feel like a "political football"? What does this mean?

2. How do teachers respond to the criticisms of their jobs? What kinds of issues do teachers face everyday? On average, how much less does a teacher earn compared to the salary of a similarly educated worker in another field? According to one expert, how does the lower salary impact the quality of work and the ability to attract new teachers? In spite of the negatives, why do you think many individuals choose to enter this profession?

3. Refer students back to the introduction to this story and the data on increasing student enrollment and the decreasing number of qualified teachers. Then ask students: What should your community be doing to attract more teachers?
    1. Divide the class into small groups.
    2. Direct each group to devise a strategy for recruiting teachers to your community. Groups may want to begin by researching the educational requirements, base salaries, and other professional requirements pertinent to teacher certification in your area.
    3. Have groups use their findings to direct their recruiting strategies. Groups might focus on recruitment fairs, ad campaigns, and ways to attract teaching professionals, such as higher salaries, "zero percent down" mortgages, and the like. Remind groups that their plans will have to include ways to justify these expenses to local taxpayers and businesses.
    4. Have each group present its plan.

   As a class, select elements of the best plans to create a class strategy for recruiting teachers, and send this new plan to your local school board.

LINKS:
http://www.aft.org/career/index.html
http://www.k12jobs.com/edu_links.htm
http://www.teachers.net/

EDITOR'S NOTE:
colleagues
carte blanche
demoralizing
teacher performance

WORLDVIEW

Sports Page: St. Andrews Golf

1. Where is St. Andrews? Why do many tourists go there? How are the courses at St. Andrews different from those found in the U.S.? Which is the most famous golf course at St. Andrews? Why is playing at St. Andrews "somewhat of a religious experience" for true golf fans?

2. Where are the rules of golf made? What are some of the rules golfers have to obey when playing at St. Andrews? What is a handicap? How far in advance should one call to get a definite tee time?

3. Challenge your students to learn more about the history and tradition behind the modern game of golf. Have students work in groups to conduct research. The websites below offer information to get them started. Direct each group to present its findings in the form of a multimedia presentation, website, or illustrated written report on the History of Golf.

LINKS:
http://www.homeofgolf.co.uk/
http://www.randa.org/home/default.sps
http://www.pgaonline.com/

http://www.the-vic.com/vicgolf.htm#history
http://www.golfing-scotland.com/history.asp

Our Planet: Russia Brown Bears

1. Where is the Kamchatka Peninsula? Why is there a large concentration of brown bears in this region? What do these bears eat? Where else are brown bears found?

2. What is threatening the brown bear species in Kamchatka? Why are the bears poached? How has poaching impacted the area's bear population? How could over-harvesting of salmon affect the brown bear population as well?

3. The endangerment of Kamchatka's salmon and the consequences for its brown bear population illustrate the delicate balance within any ecosystem. Challenge students, working in groups, to further explore the concept of ecological balance. Have each group select any ecosystem and examine the plant and animal populations at risk there. Have each group present its findings and explain how a possible break in the food chain could impact the rest of the ecosystem, and ultimately, the planet.

LINKS:
http://mbgnet.mobot.org/fr/bears/weight2.htm
http://mbgnet.mobot.org/fr/bears/brown.htm
http://www.mcn.org/ed/ross/Kids/bear.htm
http://www.kamchatka.su/friends/wildernes.htm

Communication Transformation: France Internet Issue

1. What was The Holocaust? How has the Internet become the focus of many interested in Nazi Germany? What does French law say about buying Nazi memorabilia? What are two pro-Jewish organizations arguing about the sale of Nazi articles on websites seen in France? How has the United States become involved in this issue?

2. What does the French government want Yahoo! to do? How does the French demand fly in the face of the First Amendment to the U.S. Constitution? According to the video, what is the "core issue" behind this debate? What global implications could the outcome of this battle have for the World Wide Web?

3. How do students feel about the debate over Internet content being played out in the French court? Generate a class discussion to review the facts in this case. Then assist students in conducting research to examine both sides of the Internet censorship debate. Share student findings in class discussion. Have each student render a written opinion on what is happening in France. Should individual governments be able to require Internet service providers to regulate their content?

LINKS:
http://www.aclu.org/news/1999/n090999a.html
http://racerelations.about.com/newsissues/racerelations/library/weekly/aa062800a.htm
http://conspiracies.about.com/newsissues/conspiracies/library/weekly/aa070900b.htm?iam=dpile&terms=

EDITOR'S NOTE:
St. Andrews
golf
handicap
hibernation
poachers
Third Reich

NEWS CHRONICLE

Nobel Prize: Physics and Chemistry

1. What award will Jack Kilby, Zhores Alferov, and Herbet Kroemer share? For what technology was Jack Kilby recognized? What is an integrated circuit? What significant contribution has Zhores Alferov made to modern communication?

2. What three individuals will be honored with the Nobel Prize for Chemistry? What was the subject of their research? Why is their collective contribution significant?

3. Inform your students that Alfred Nobel developed the idea of creating a prize that "would encourage scientific progress, thereby improving the human condition." In Nobel's last will and testament, dated November 27, 1895, he specified how a portion of his estate would be used to fund this prize and how it would be distributed. Direct your students to investigate the history of the Nobel Prize and others who have won the prize, specifically in science-based fields. Discuss student findings. Challenge your students to cite other noteworthy scientific contributions that might have merited nomination for a Nobel Prize throughout its history.

LINKS:
http://www.nobel.se/
http://almaz.com/nobel.html
http://www.nobelchannel.com/

No Nobel

1. Who is Ralph Alpher? What is the big bang theory? What was Alpher's role in that theory? When did he make his findings public? How did publicity surrounding the theory impact Ralph Alpher's life?

2. Has Ralph Alpher ever been awarded a Nobel Prize? Explain. What does he think happened? Why do you think he never won a Nobel Prize?

3. What is the big bang theory? Direct students to the Internet and other resources to research the evidence in support of and against this theory. Discuss students' information. Do students think the development of the big bang theory is a scientific achievement worthy of a Nobel Prize? Why or why not? Discuss.

LINKS:
http://www1.union.edu/~alpherr/alpher.htm
http://www.bowdoin.edu/dept/physics/astro.1997/astro4/bigbang.html
http://nowscape.com/big-ban2.htm
http://map.gsfc.nasa.gov/html/big_bang.html

EDITOR'S NOTE:
Nobel Prize
computer revolution
semiconductors
fiber optic cable
integrated circuit
big bang theory

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CNN NEWSROOM Guide

October 12, 2000

Teachers: Today's program is not closed-captioned.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 04:35...06:35
Al Gore and George W. Bush meet in the second presidential debate.

DAILY DESK ... 00:50...07:25

Science Desk ... 02:10...09:35
The Chandra Observatory has discovered a black hole different from others.

WORLDVIEW ... 01:00...10:35

Top of the World ... 02:55...13:30
One site in Jerusalem has become a source of tension for three religions.

Artistry in Action ... 05:55...19:25
Artist Alonzo Washington creates a comic book hero that's a real role model.

One World Habitat: Britain Cloning ... 02:35...22:00
Britain's government gives scientists the green light to clone stem cells.

Sports Page: Rooftop Golf ... 02:35...24:35
A London rooftop becomes a one-hole golf course for a day.

NEWS CHRONICLE ... 00:35...25:10

Democracy in America ... 02:30...27:40
Missouri's 11 electoral votes could help decide the presidential election.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. Where was the second presidential debate held? Who participated in the debate? What was the format of this debate? What were some of the issues discussed by the candidates?
2. Summarize some of the views you heard George W. Bush and Al Gore express on issues like health care, education, and international affairs. Do you strongly agree or disagree with any of their opinions? Explain. Did you watch the debate? If not, why not? If so, did either of the candidates "win," in your view? Explain. To what extent, if any, do you think this debate will sway undecided voters? Why?
3. Immediately after a debate, campaigns go into "spin mode." Generate a class discussion about "spin" and its political meaning. Then challenge students to experience what campaigns do to repair and/or enhance a candidate's image and presidential stature after the debate is over. Divide the class into small groups. Have each group select one of the two candidates and pretend its members are campaign advisers to that candidate. Then have each group conduct research to examine its candidate's responses to the moderator's questions, along with other less tangible elements of the debate, such as "body English," "presidential appearance," knowledge of the subject matter, etc. Have each group offer either a written press release or a brief "news conference" in which it offers its spin on the debate and its candidate's overall performance.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.georgewbush.com/
http://www.algore2000.com/
http://www.debates.org/index.html

EDITOR'S NOTE:
George W. Bush
Al Gore
contenders
voluntary
mandatory
middle class
tax cut
surplus

DAILY DESK

Science Desk: New Black Hole

1. What are the most common types of black holes? What characteristic distinguishes a "compact, economy car" sized black hole from a "jumbo, luxury SUV"? Carrying the car analogy forward, into what category would the recently discovered black holes fit? How does the explanation of a black hole's origin change as its size changes? Explain.
2. What instrument did NASA use to detect these black holes? Why do you think an x-ray observatory can succeed in seeing these black holes while other types of telescopes fail? Why do you think there is such avid interest in black holes in the science and science fiction arenas? How has the recent discovery altered the way black holes are perceived by both groups?
3. Little was known about black holes until sophisticated observation instruments like the Hubble telescope and the Chandra X-ray Observatory became available. Working in small groups, have your students conduct research on black hole discoveries within the last five years. Next, have groups prepare timelines that identify each discovery, state when the discovery was made, and explain what the discovery means. Have each group present its timeline to the class, and note any differences. Once all groups have presented, create a timeline that is a compilation of all groups' information, and post it in the classroom.

LINKS:
http://chandra.harvard.edu/press/00_releases/press_091200.html
http://chandra.nasa.gov/
http://imagine.gsfc.nasa.gov/docs/science/know_l1/black_holes.html
http://lhea.gsfc.nasa.gov/

EDITOR'S NOTE:
black hole
collapsed stars
Chandra X-ray Observatory
Galaxy M82

WORLDVIEW

Top of the World: Temple Mount Dispute

1. Where is the Temple Mount? To what three religions is this land sacred? What is located on the west side of the Mount? What is the historical significance of this wall? What happened to the Second Temple?

2. What did Christians build nearby this site? When did the Muslims acquire the site? What did they build there? What other times has Jerusalem changed hands? How did the Israelis come to occupy East Jerusalem? Why does the Jewish faith see this site as the "center of the universe"?

3. Why is the Temple Mount site such a contentious point among Christians, Jews, and Muslims? Divide the class into three groups. Have each group choose to research the Temple Mount from one of these religious perspectives. Have each group focus its research to determine why the site is sacred, what structures or monuments exist there that are significant to that religion, and what position the religion has taken on the status of Jerusalem. Have each group offer a formal presentation of its findings. Do students think there can be a peaceful coexistence among these three religions in Jerusalem? Discuss.

LINKS:
http://www.templemount.org/
http://www.templemount.org/recent.html
http://israeliculture.about.com/culture/israeliculture/library/jerusale/bljertem.htm
http://www.snunit.org.il/njeru/ee32.htm

Artistry in Action: Omega Man

1. Who is Alonzo Washington? Where did he grow up? What is the name of the superhero he has created? What are some of Omega Man's characteristics? Who are the "bad guys" he fights? What powers does he use to fight them?

2. How is Alonzo Washington a kind of "superhero"? How does he attempt to dispel African American stereotypes? What formal training has he had in art and publishing? Who encouraged and inspired him? What experience shaped his future? What did he do to change what he saw? How does Omega Man help Alonzo Washington to further his personal mission?

3. What is the name of the business that Alonzo Washington has created? Explain how Omega 7 is a true family business. In what ways is the Omega 7 universe expanding?

4. What is a positive role model? Are you aware of any fictitious characters that have been positive role models in your life? If so, what traits do they exhibit? Why do you think that fictitious characters, like cartoons and superheroes, are often able to get positive messages across to young people?

5. Review or introduce students to the definition of the term "entrepreneur." Then generate a class discussion about Alonzo Washington's role as an entrepreneur, and the risks he takes when he launches new products. Ask students to identify entrepreneurs they know and challenge them to interview these individuals to learn more about the spirit of entrepreneurship. Have each student interview one local entrepreneur to learn more about his/her business, what made the entrepreneur strike out on his/her own, and the risks that entrepreneur faces everyday. Have students share their interviews with the class. Refer back to the video, and ask: Considering what you know about entrepreneurs, would you consider Alonzo Washington a business role model? Discuss.

LINKS:
http://www.omega7.com/
http://www.diamondcomics.com/toychest/toys/omegaman.html
http://www.black-collegian.com/african/trailblzr.shtml

One World Habitat: Britain Cloning

1. What are stem cells? Where are they found? Why do they have medical value? What diseases could stem cell research help to conquer? Why is the cloning of these cells significant to researchers?

2. What is "embryonic cloning"? Why is embryonic cloning raising ethical issues? How is the British government responding to these concerns? When is Parliament expected to debate this issue?

3. Have your students investigate the ethical issues and possible medical benefits surrounding stem cell research. The websites below should provide some good starting points. Direct students to gather evidence to support both pro and con sides of stem cell cloning. Have students share their information in class discussion. Then ask students whether they believe stem cell cloning and research should be allowed, and if so, whether there should be any limits to these activities. Have each student write a position paper in support of, or opposition to, stem cell cloning and research, with a solid rationale for his/her opinion.

LINKS:
http://www.globalchange.com/clonech.htm
http://www.euchromatin.org/clone01.htm
http://ds.dial.pipex.com/srtscot/cloning.shtml
http://earthops.org/cloning_report.html
http://neuroscience.about.com/science/neuroscience/library/pr/blpr000628c.htm?iam=dpile&terms=embr
http://www.nih.gov/news/stemcell/primer.htm

Sports Page: Rooftop Golf

1. Describe the golf course recently found atop a 30-story office building in London. Who designed it? What were the challenges to this "course"? What view do players get on this golf course that they wouldn't get anywhere else?

2. Golf has been played in some less-than-conventional settings. American astronaut Alan Shepherd brought a golf club on board an Apollo mission and played golf on the moon. Can your students think of any other "challenging" places to play golf? Just for fun, divide the class into groups and challenge each to come up with a one-hole course, like the one seen in the video, in a unique setting. Have each group design its course and illustrate its features on posterboard. To give the activity a science twist, have each group point out the principles of physics and earth science at work on its unique course.

LINKS:
http://www.pgaonline.com/
http://www.golfing-scotland.com/history.asp
http://www.the-vic.com/vicgolf.htm#history

EDITOR'S NOTE:
King Herod
archaeologists
Noble Sanctuary
religious one-upmanship
stereotypes
Black National Congress
muse
sand trap

NEWS CHRONICLE

Democracy in America: Missouri Bellwether

1. Locate the state of Missouri on a U.S. map. Why are the Gore and Bush campaigns spending time on this state? How many electoral votes does the state have?

2. What is a "bellwether state"? Why is Missouri put into this category? Explain how the state is politically diverse. Where does Al Gore have an edge in Missouri? Which region of the state leans Republican? Who is Dick Gephardt? How is he mobilizing votes for Al Gore?

3. Which presidential candidate won this state in 1992? Who won in 1996? What statewide race could actually help Gore in Missouri this year? How? What political factor still makes the state a toss-up?

4. This segment illustrates the political diversity of the state of Missouri. Challenge your students, working in groups, to prepare political profiles of other "toss-up" states. Have each group choose one state whose electoral outcome is still considered a toss-up, and conduct research to learn more about its party leanings, statewide elected officials, voter demographics, and the like. Have each group prepare a report and poster that illustrates the political profile of its chosen state, and offer a prediction (based on that information) as to the outcome of its electoral vote in November.

LINKS:
http://www.state.mo.us/
http://www.dcpoliticalreport.com/MO.htm
http://www.fec.gov/pages/ecmenu2.htm

EDITOR'S NOTE:
Missouri
electoral votes
House Minority Leader
socioeconomic
labor unions

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CNN NEWSROOM Guide

October 13, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 09:25...11:25
-Violence in the Mideast and an attack on a U.S. ship in Yemen have far-reaching consequences.
-Concern over Mideast tensions threaten an already tight oil supply.
-Despite setbacks, some cling to the hope of a Mideast peace.

DAILY DESK ... 00:35...12:00

Editor's Desk ... 02:05...14:05
The world of commerce is now a "virtual village," courtesy of the Internet.

WORLDVIEW ... 00:25...14:30

Artistry in Action: Japan Macbeth ... 03:45...18:15
A Japanese spin on Shakespeare is well received by international audiences.

Wild Kingdom ... 02:45...21:00
Camel's milk is on its way to European markets.

Inside Asia ... 03:30...24:30
Economic sanctions are taking their toll on Iraq's education system.

NEWS CHRONICLE ... 00:30...25:00

Space is the Place: Shuttle Launch ... 02:30...27:30
This Discovery mission marks the 100th U.S. space shuttle flight.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Crisis in the Mideast

1. What two major events in the Mideast yesterday had worldwide repercussions? What does the Pentagon think happened to the USS Cole? How did President Clinton respond to the news of the likely terrorist attack? How did this attack and the escalating violence in the Middle East impact the U.S. stock market yesterday?

2. How did yesterday's tumultuous events in the Mideast impact oil prices in New York? What is volatility? What is behind oil price volatility now? Why are traders worried about an oil supply disruption? Why is the site of the USS Cole bombing significant to oil supplies? What could happen if this shortcut is cut off?

3. According to the video, how many barrels of oil does the world consume each day? How many barrels take the supply route shown in the video? Even though this is a relatively small amount of oil, why could a problem with this supply route cause real oil problems in Europe and North America?

4. How do most Israelis feel about the peace process in the aftermath of recent violence? Although many still back the peace process, who is the focus of Israeli concern over it? How is the Israeli peace movement a "grass roots" one? When did the movement begin? How do many of its members feel now?

5. What is the "Oasis of Peace"? How is it different from conventional thinking in this region? Why do its residents hope it will serve as a model for the peace negotiators?

6. How do events in another hemisphere affect those living in the U.S.? Divide your class into small groups. Challenge each group to consider the ways that yesterday's events impact their lives. Begin by having each group choose one of the two events that made news (the attack on the USS Cole or the escalation of violence in the Middle East). Then direct each group to meet, and, relying on what they have seen in today's video and the news websites below, discuss the direct and indirect ramifications of that event. Have each group create a flow chart or other diagram that illustrates how the event it chose could ultimately impact your students' lives. Have groups present their diagrams and discuss.

7. Remind students that one of the most contentious points of the peace talks between Israelis and Palestinians has been the status of Jerusalem. Then, read this quote from former U.S. President and peace activist Jimmy Carter:

   "This is still the only basic approach that can succeed concerning Jerusalem: to negotiate practical agreements on unlimited access to and control of the holy places and a joint administration of the city's more mundane affairs."

   Generate a class discussion on Mr. Carter's comment. Do students think that Jerusalem can be shared between the Israelis and Palestinians? If so, how could this be done to guarantee mutual respect and safety for all? If not, what would they suggest to resolve the question of Jerusalem's status?

LINKS:
http://www.cnn.com/2000/WORLD/meast/10/12/mideast.violence.07/index.html
http://cnnfn.cnn.com/2000/10/12/markets/markets_newyork/
http://www.emulateme.com/westbank.htm
http://menic.utexas.edu/menic.html
http://news.bbc.co.uk/hi/english/special_report/1998/10/98/middle_east/newsid_196000/196649.stm
http://www.mideastinfo.com/
http://www.cnn.com/SPECIALS/2000/mideast/story/opinion/

EDITOR'S NOTE:

Yemen
USS Cole
Wall Street
Ramallah
cease-fire
volatility
Strategic Petroleum Reserves
peace movement

DAILY DESK

Editor's Desk: Virtual Village

1. How is the Internet bridging technological and cultural gaps? What is an entrepreneur? How does the Internet enable entrepreneurs in developing countries to compete on a global scale? What are global organizations doing to assist in this effort?

2. What is done to make sure that the workers who create crafts promoted on the Internet are not exploited? How has the Internet impacted their wages? How has it brought many workers in developing countries back to their families? What is the ultimate mission of the program's organizers? Why do you think there is a global market for these goods? Would you consider buying any of these items? Explain.

3. Point out to students that in 1295, Marco Polo, his father, and his uncle returned to Italy from a 24-year journey through Asia, bringing with them goods never seen by the people of Western Europe. This is one example of an event that made the world "smaller," because it facilitated the exchange of ideas from distant places. Challenge students to identify how old and new communication technologies, such as paper, the printing press, radio and television have facilitated the cross-cultural exchange of ideas. How have these technologies impacted individual cultures?

4. Remind students that, in the video, co-founder of World2Market.com (now called Viatru.com) Michelle Long states that her company's goal is to use the Internet "to change the way people live without changing their culture." Is this possible? Divide your class into two groups to debate whether or not introducing the Internet to developing nations will change the culture of those nations. Instruct each group to consider the potential economic, environmental, and social impact of e-commerce. After the debate, ask students: Do you think the potential benefits of e-commerce outweigh the possible trade-offs? Explain.

LINKS:
http://www.viatru.com/home.htm
http://www.pbs.org/digitaldivide/
http://www.looksmart.com/eus1/eus51605/eus65566/eus227431/eus903931/eus904537/r?l&

EDITOR'S NOTE:
ancient world
Nepal
exploited
equitable

WORLDVIEW

Artistry in Action: Japan Macbeth

1. Who wrote "Macbeth"? In what year was the play set? Who was Macbeth? What is different about the setting and the characters of the play, as it is performed in the video?
2. According to the play's artistic director, what regional style is predominant in the play? What cultural similarities exist between the Japanese and the Scots, according to the play's director and actors? How have international audiences and critics responded to the performance?
3. Challenge students to read "Macbeth" and identify some of its themes in class discussion. Discuss the concept of universal themes and how themes in artistic works can be widely accepted across cultures. Are there any other plays, movies, books, and the like whose themes appeal on an international level? Discuss.

LINKS:
http://www.dolphin.org/erik/nethernet/nethertoc.html
http://students.roanoke.edu/t/tnunez/MACBETHomepage.html
http://www.clicknotes.com/macbeth/welcome.html
http://library.thinkquest.org/2888/

Wild Kingdom: Camel's Milk

1. How is the camel an important part of life in nomadic Africa's driest regions? Why has camel's milk gained a high profile in West Africa? What is one entrepreneur doing to introduce this product to new markets? Why did her idea meet with some resistance at first?
2. Nutritionally, how does camel's milk compare to cow's milk? What is cholesterol? How does camel's milk compare to cow's milk in its cholesterol content? Is this a product you would consider trying? Why or why not?
3. Ask students if they have ever sampled a food others might consider "strange," and have them share their experiences with the class. Hold an International Cuisine Day and allow students to bring in small portions of different cultural dishes for students to try. Were any students pleasantly surprised by some of the foods they tried? Tie this experience back to the video and ask students what they think would be the best strategy for getting Americans to try camel's milk.

LINKS:
http://www.phillyzoo.org/pz0068.htm
http://www.arab.net/camels/welcome.html
http://www.ilw.agrl.ethz.ch/~farah/abstract.htm

Inside Asia: Iraq Schools

1. What are sanctions? Explain how international sanctions have impacted the Iraqi school seen in the video. What was school like for Iraqi students before the sanctions? How would you describe their educational experience now?
2. About how much does an Iraqi teacher earn each month? What are most of them doing to survive economically? What are many school children forced to do in order to help their families?
3. Are economic sanctions effective? Generate a class discussion about economic sanctions and the reason why they are in effect against Iraq. Have groups of students use the Internet sites below and other resources to examine the effects of sanctions, as well as the pros and cons of both sides of the sanctions issue. Have groups share their information. Direct each student to write a position paper on the use of economic sanctions against Iraq. Should the sanctions be upheld or abandoned? Are the sanctions a tool of justice or a source of suffering?

LINKS:
http://www.un.org/News/ossg/sanction.htm

http://www.un.org/Depts/oip/index.html
http://www.webcom.com/peaceact/sanctions_content.html
http://www.cam.ac.uk/societies/casi/
http://www.csis.org/html/sanctions.html

EDITOR'S NOTE:
shogun
Shakespeare
nomads
cholesterol
protein
sanctions

NEWS CHRONICLE

Space is the Place: Shuttle Launch

1. What tasks are part of this space shuttle mission? What is the Z1 truss? What is its job on the ISS? How is it the "keystone" of the space station?

2. Explain why this shuttle mission is historically significant. How long did it take for NASA to launch 100 shuttle flights? What happened to the agency's initial goal of "a shuttle flight every other week"? According to Discovery's commander, how does his shuttle compare to what was flown 20 years ago?

3. What delayed this launch of Discovery? How is NASA's launch schedule expected to change in coming years? Why do you think a more agressive launch schedule would cause the margin of error to become slimmer?

4. Shuttle flight number 100 is a milestone in manned space flight. Challenge your students to research other milestones in manned space flight, and share their information with the class. Compile all the data to create an illustrated timeline of human space exploration, and post the timeline around the classroom.

5. Each shuttle mission has its own patch that is worn on the crew's flightsuits. Divide your class into groups and direct each to create a design for a patch that commemorates the 100th shuttle flight. Ask students to include symbols of historic significance and/or national pride in this achievement in their designs. Have each group present its design and discuss the thoughts behind its creation.

LINKS:
http://www.cnn.com/2000/TECH/space/10/12/shuttle.02/index.html
http://www.cnn.com/2000/TECH/space/10/11/russia.space.ap/index.html
http://www.spaceflight.nasa.gov/index-m.html
http://www.spaceflight.nasa.gov/shuttle/index.html

EDITOR'S NOTE:
International Space Station
solar arrays
space shuttle

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CNN NEWSROOM Guide

October 16, 2000

Teachers: Due to technical problems, today's program is not closed-captioned.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 05:30...07:30
-The investigation of the attack on the USS Cole continues.
-Recent Mideast violence may have its roots in the last attempt at peace.
-CNN's Bruce Morton offers his perspective on the Mideast conflict.

DAILY DESK ... 00:30...08:00

Environment Desk ... 02:50...10:50
Scientists debate the cause of this year's decrease in lobster populations.

Turner Website Information ... 00:45...11:35
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:40...12:15

Inside North America ... 02:10...14:25
A group of Palestinian and Jewish friends in California keep an open dialogue.

Culture Watch: China Eggshell Painter ... 03:00...17:25
An eggshell painter turns his hobby into a profession.

Wild Kingdom ... 02:50...20:15
Indian authorities seize more than 1400 smuggled tortoises.

Check it Out ... 00:30...20:45
India hosts a meeting that's a laughing matter.

Around the World ... 03:15...24:00
Madame Tussaud's Wax Museum opens in Hong Kong.

Look Ahead ... 00:35...24:35
Oct. 23rd: Still Coming to America

NEWS CHRONICLE ... 00:35...25:10

USS Cole Victim ... 02:00...27:10
A former track star at San Diego High School is one of the victims of the USS Cole tragedy.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Crisis in the Middle East

1. What happened to the USS Cole when it was docked in Yemen? How many sailors were killed or wounded in the attack? What are investigators doing to try to learn who was responsible? What do they believe happened?

2. According to the video, how have recent attempts at peace made Yasser Arafat "a hero" among his people? Which leader was reportedly ready to make a peace deal at the end of July? Why do you think that President Clinton was "eager" to broker a deal between the Israelis and Palestinians? What happened at the end of the Camp David meeting?

3. As Palestinian leader Yasser Arafat toured the Middle East looking for support, what was happening to Israeli Prime Minister Ehud Barak's popularity at home? Who is Ariel Sharon? What did he do that set off a chain reaction of violence? Why was his visit to the Old City so controversial? How did the Palestinians respond? How did they perceive Mr. Barak's reaction to this visit? Why do some believe that the genesis of renewed hostilities can be traced back to the Camp David Summit? What is the challenge of the upcoming summit in Egypt?

4. According to the quote in the video, what is the aim of terrorism? How does terrorism bring in more recruits in the fighting in Northern Ireland? Why might Palestinians believe the same holds true in their situation? What is the difference between their situation and the Irish "troubles"?

5. What does Bruce Morton suggest must happen in order for the Arabs to have their own state? Do all Israelis agree with the idea of "land for peace"? Explain. Why do many Palestinians oppose this idea? Why might Yasser Arafat be the key to resolving this situation?

6. Nearly two years ago, on October 23, 1998, then-Israeli Prime Minister Benjamin Netanyahu and Palestinian President Yasser Arafat signed the Wye River Accords. Point out to students that this was the cornerstone of the land for peace deal between the Israelis and Palestinians. Have students work in groups to research the major points of the Wye River Accords and the events that have transpired between the two sides since the agreement was signed. Have each group use its information to discuss what must happen in order for the peace process to progress beyond this point. Ask each group to predict what the Middle East will be like ten years from now. Can a peaceful coexistence be achieved? Discuss.

7. Read this FBI definition of "terrorism" to your class:

   "Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives."

   Ask students to cite recent events in the Middle East that could qualify as acts of terrorism. Have students consult online and other resources to learn how governments have responded in each case. Discuss the following questions:
   - Are government reactions, such as the U.S. decision to close embassies and send ships out to sea, rooted in fear or common sense?
   - Even if such actions are sensible, to what extent do they satisfy the objectives of the terrorist?
   - Is retaliatory action always possible? Why or why not?

- If the U.S. can identify those ultimately responsible for the attack on the USS Cole, what course of action should it take? Are there any possible negative consequences to this course of action? Explain.

LINKS:
http://www.cnn.com/2000/WORLD/meast/10/15/mideast.violence.03/index.html
http://www.cnn.com/2000/WORLD/meast/10/15/mideast.violence.02/index.html
http://www.cnn.com/SPECIALS/2000/mideast/
http://www.terrorism.com/index.shtml
http://travel.state.gov/travel_warnings.html

EDITOR'S NOTE:
USS Cole
Yemen
Yasser Arafat
Ehud Barak
Ariel Sharon
Camp David
terrorism
IRA

DAILY DESK

Environment Desk: Lobster Die-Off

1. What is happening to lobsters on the New York and Connecticut coasts? What do lobstermen believe to be the cause? Are there any other possible causes? Explain. Who did they recruit to study the problem? What was his conclusion? Why were pesticides used in this area?

2. In a situation where government officials know a pesticide is going to kill lobsters as well as mosquitoes, do you think they should spray anyway or risk the spread of the West Nile virus? Explain. What, if any, compensation do you feel the lobstermen are entitled to? If compensation is due, from where should it come? How likely do you think it is that the lobster deaths are from the paramoeba parasite as opposed to the pesticides? What other factors do some scientists feel played a role in the lobsters' demise?

3. Gladstone Jones, the lawyer for the lobstermen, claims that there is literature stating that lobsters are really "big bugs that die in the same exact manner as mosquitoes..." To find out if lobsters and mosquitoes really are similar, have your students investigate the classification and life cycles of both animals. Divide the class into small groups. Have each group create a chart comparing mosquitoes and lobsters in these areas:
    - Kingdom, Phylum and Class
    - Exoskeleton, feathers, fir or skin as outer covering
    - Type of eyes
    - Number and type of antennae
    - Type of food consumed
    - Method of reproduction
    - Stages in lifecycle

    Have each group present its chart. Discuss each group's findings and, in a class discussion, draw conclusions as to the accuracy of Gladstone Jones' statement.

    EXTENSION: Have groups of students investigate the paramoeba parasite and share their findings. From the information gained in this and the previous investigation, have students state their opinions on whether the lobster deaths are a result of pesticides, paramoeba parasites, or both.

LINKS:
http://www.york.biosis.org/zrdocs/zoolinfo/grp_crus.htm
http://www.nysaes.cornell.edu/ent/biocontrol/info/primer.html
http://www.pac.dfo-mpo.gc.ca/sci/sealane/aquac/pages/parperlo.htm
http://cfe.cornell.edu/risk/WNVweblinks.html

EDITOR'S NOTE:
lobstermen
die-off
pesticide
parasite

WORLDVIEW

Inside North America: Palestinian-Jewish Dialogue

1. Why is the group seen in the video "an unlikely group of friends"? Who are some of the group's members? What are their backgrounds? Do they always agree with each other? Do they always agree with their governments? Explain.

2. Approximately how many times has the Jewish-Palestinian Living Room Dialogue Group met? For how long has the group been meeting? What kinds of things do group members discuss? In what other activities do they participate? Do you think this kind of group is a good idea? Why or why not?

3. Challenge students to find other examples of groups that try to promote understanding between two or more cultures or religions in your area. Ask each student to learn more about the group, when it meets, how many members it has, and what it does to promote understanding. Have students share their findings. How can a small group effort lead to better relations among different people? Can one group's actions have a global impact? Discuss.

LINKS:
http://www.cnn.com/WORLD/meast/sites.html
http://www.cnn.com/SPECIALS/2000/mideast/

Culture Watch: China Eggshell Painter

1. How old was Chen when he began formally painting? How did he begin painting eggshells? How does Chen practice his painting skills? What other two jobs does Chen have?

2. With what kind of eggshells did Chen begin? What other kinds does he use? Why do you think he uses these different kinds of eggshells?

3. About how many eggshells has Chen painted in the last five years? Why does he paint on eggshells? What does he paint on his shells? What other subjects does Chen plan on using in the future? According to the video, what are the two special aspects of eggshell painting?

4. Have students use the websites below or other resources to research the procedures and what materials are used in eggshell painting. Next, have each student create a design on paper and then on an egg. Then, have the students explain to the class how they painted on the egg, what materials they used and why, and what the design represents. Students can display their artwork in the school's media center, main office, etc.

5. Faberge eggs are the most famous of the world's decorated eggs. In separate groups, have students research the famous Russian Faberge eggs, and explain their history, significance, special characteristics, and artistic value.

LINKS:
http://www.bizware.com/eggart/diregg.htm
http://www.navneet.com/BNHS/bnhs26june2000/eco-projects/ecoprojects.html
http://www.localsource.net/Houston/Living/Childrens_Activities/Big_Kids/25070.html
http://www.globalgourmet.com/food/egg/egg0397/eggpaint.html
http://www.eggart.net/

Wild Kingdom: India Tortoises

1. Where did officials recently discover over 1400 India star tortoises? Under what circumstances were they discovered? From where did they come? According to Indian officials, what law were the smugglers violating? How many other tortoises were seized earlier in the year?

2. Where are the tortoises kept until they are exported? Why is this not a good habitat for these tortoises? What is the name of the area in India which has become a favorite poaching site? What is the official scientific name for the India star tortoises? Describe what they look like. Why do people want these animals?

3. Using one of the web links below or other sources, ask students to find out more about the India star tortoise. Ask students to use their research to answer the following questions:
   - Why are these tortoises so prized as pets?
   - In what delicacy are they used as an ingredient?
   - What is their native habitat?
   - How small are they at birth? How big do they get when full grown? How long do they live?
   - Are these tortoises dangerous to humans? Do they carry any diseases which may endanger humans or other animals, especially household pets?
   - How many of these are there in the wild? In legal (zoos) and illegal captivity?

   Share student information. As a class, design a campaign to protect this species of tortoise and submit it to one of the organizations below that protect the animal. Include audio, visual, and print information.

LINKS:
http://www.webpage.com/hindu/960831/13/2903a.html
http://www.gctts.org/
http://www.tortoisetrust.org/
http://www.nytts.org/index.html
http://alaike.lcc.hawaii.edu/zoology101/Report_Files/startort.htm
http://www.tortoisetrust.org/care/celegans.html
http://www.knoxville-zoo.org/indian.htm
http://members.aol.com/gonyosoma/article2.html

Around the World: Hong Kong Madame Tussaud's

1. What does Madame Tussaud's Wax Museum feature? Give examples of some of the categories it includes. How do you think the museum's curators decided who to include? There are several Madame Tussaud's Wax Museums around the world. According to Michael Jolly, a representative of the museum, why was Hong Kong chosen as the site of its newest facility?

2. Hong Kong was recently handed over to China from Britain. The curators of Madame Tussaud's Wax Museum decided to exclude some sculptures. Have students explain why they did that. Have students conduct some research to learn why the curators omitted Chris Patten, former governor of Hong Kong, and the biographical reference to Brad Pitt's role in Seven Years in Tibet. Ask students why some visitors were upset with those omissions. Discuss with students who else the curators

may have omitted, and why.

3. Divide the class into four or five groups. Have each group design its own museum. Each group needs to decide its theme, what to include, where items would be set up, how foot traffic would flow throughout, and how to attract return visitors. After groups have finished, challenge them to create models or drawings of their museums.

LINKS:
http://www.madame-tussauds.com/site/hongkong/f_hk.htm
http://www.madame-tussauds.com/
http://www.ernestallen.com/TR/CA/HollywoodWaxMuseum/
http://www.cooperstown.com/aba/aba.html
http://www.museoceramadrid.com/

EDITOR'S NOTE:
dialogue
eggshell painting
calligraphy
tortoise
smuggled
poaching
Madame Tussaud's
Hong Kong

NEWS CHRONICLE

USS Cole Victim

1. When did Lakiba Nicole Palmer graduate from San Diego High? In what sport did she excel? What do her former coaches remember about her? Why did she choose to go into the U.S. Navy? When did she join the Navy?

2. What risks does every military person assume each day? Why do you think that those in the armed forces are willing to sacrifice everything, including their lives, for their missions? Do you think society can ever repay the families of individuals like Lakiba Palmer for the losses they have suffered and the sacrifices their loved ones have made? Explain. What do you think should be done to honor those who die in the service of their country?

3. Challenge groups of students to design monuments, memorials, or other ways to honor those 17 sailors who died as a result of the attack on the USS Cole. Post each group's remembrance in the classroom and discuss what can be learned from those who are willing to put their lives on the line for others. Encourage each student to thank a military veteran, police officer, firefighter, or other person who is willing to risk his/her life for the life and liberty of people he/she doesn't even know.

LINKS:
http://www.cnn.com/2000/US/10/13/shipattack.thumbnails.02.ap/
http://www.cnn.com/2000/US/10/15/uss.cole.04/index.html
http://members.aol.com/veterans/index.html

EDITOR'S NOTE:
San Diego
track and field
U.S. Navy
armed forces

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CNN NEWSROOM Guide

October 17, 2000

Join CNNfyi.com and the Centers for Disease Control for a live Interactive Learning Adventure...October 24, only on CNNfyi.com!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 02:35...04:35
Jerusalem's Arabs and Jews share a pessimistic outlook on the peace process.

Democracy in America ... 03:25...08:00
Could the Mideast crisis be the "October surprise" of this presidential campaign?

DAILY DESK ... 00:35...08:35

Health Desk ... 02:10...10:45
The U.S. Surgeon General proposes new recommendations for the research, treatment, and diagnosis of ADHD.

WORLDVIEW ... 00:25...11:10

Culture Watch: Overweight Chinese ... 02:45...13:55
Changes in the Chinese diet are causing kids to gain weight.

Wild Kingdom ... 02:15...16:10
The Noah's Ark program brings endangered African elephants back to Angola.

Around the World ... 03:10...19:20
The WHO accuses tobacco companies of undermining its antismoking efforts.

Information Please ... 02:00...21:20
Mexico's ban on public smoking receives mixed reactions.

NEWS CHRONICLE ... 00:25...21:45

Special Series ... 05:50...27:35
The U.S. is experiencing the largest sustained wave of immigration in its history.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Crisis in the Middle East

1. Which world leaders are currently meeting at Sharm El Sheikh, Egypt? What are the goals of this meeting? What is happening in Gaza and the West Bank while the leaders are meeting in Egypt? Why do you think that President Clinton is asking his Middle Eastern counterparts to "move beyond blame"?

2. What emotion do Jerusalem's Arabs and Jews share regarding the peace process? How have attitudes on both sides recently changed? What is a jihad? Why are Palestinians threatening to launch a holy war? How have recent events shaped the way many Palestinians perceive the U.S.? Why do you think President Clinton has to date been ineffective in helping to broker a lasting peace in the Middle East?

3. Inform students that both Israeli Prime Minister Ehud Barak and Palestinian Leader Yasser Arafat face intense domestic pressure from hard-line opposition leaders. How do students think their hard-line approach is affecting the peace talks? To what extent, if any, is public pessimism a factor? What kind of pressure is the international community exerting on the Israelis and Palestinians? Have students work in small groups to illustrate the political "tug of war" each leader is experiencing, in the form of editorial cartoons. Have each group present its cartoon and ask the class to analyze its meaning.

LINKS:
http://www.cnn.com/SPECIALS/2000/mideast/
http://www.cnn.com/2000/WORLD/meast/10/16/mideast10_13.a.tm/index.html
http://www.cnn.com/2000/WORLD/meast/10/16/mideast.summit.09/index.html

Democracy in America: October Surprise?

1. According to CNN's Bill Schneider, to what extent, if any, have events in the Middle East impacted the presidential campaign? Who do voters see as better able to handle the crisis in the Middle East? Who do they believe could better handle the attack on the USS Cole? Who do voters see as better able to handle world affairs?

2. How was President Clinton perceived by supporters and detractors when he ordered air strikes on terrorist bases in Afghanistan and the Sudan? Why was the timing of these strikes suspicious to many? Why did many sense political motives when President Clinton ordered air strikes against Iraq in December, 1998? How did his job rating following that action reflect a different story? What historical evidence supports the claim that Americans would support the Commander in Chief if he were to order military retaliation for the attack on the USS Cole? Which presidential candidate would likely benefit from such an action? Why?

3. Would you support President Clinton if he ordered a retaliatory attack in response to the USS Cole attack? Explain. Would this action affect your preference in the presidential campaign? Do you think it would impact the outcome of the election? Why or why not?

4. In the video we see that there is no clear voter favorite between the two major presidential candidates when it comes to international affairs. Ask students why they think this is so. Is it attributable to similar positions taken by Al Gore and George W. Bush, or is there little interest among voters on the issue of global affairs? After a brief discussion, divide the class into small groups. Challenge each group to research and develop brief policy statements on the Middle East situation, terrorism, and America's global role for one of the two major presidential candidates in time for tonight's final debate. Remind groups to stay true to the candidate's particular political philosophy by researching statements he has made in the past on these topics. Have each group appoint a spokesperson to act as the candidate and deliver the policy statements. After all the

statements have been presented, discuss the similarities and differences among them.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.cnn.com/2000/ALLPOLITICS/stories/10/16/cnn.poll/index.html
http://www.publicagenda.com/

EDITOR'S NOTE:
Jerusalem
pessimism
summit
jihad
"October surprise"
air strikes
diversion
retaliation

DAILY DESK

Health Desk: ADHD Diagnosis

1. What is ADHD? How prevalent is ADHD in the U.S.? How do you think kids with ADHD feel about having the disorder? Why? Why is it difficult to accurately diagnose ADHD? What is "altropane"? How is altropane being used to diagnose ADHD? What other ADHD diagnostic tools are being researched?

2. Why do you think it is important to accurately diagnose ADHD? Inform students that "there are several other maladies that can look like ADHD, including:
   1. Underachievement at school due to a learning disability
   2. Attention lapses caused by petit mal seizures
   3. A middle ear infection that causes an intermittent hearing problem
   4. Disruptive or unresponsive behavior due to anxiety or depression."

   Divide your class into five groups. Have each group use online resources to prepare a presentation about the symptoms, causes and treatments of one of these medical conditions, or ADHD. Following the presentations, instruct students to consider how misdiagnosing ADHD might impact individuals with ADHD, their families, school systems, and society.

LINKS:
http://www.cnn.com/2000/HEALTH/children/09/19/attention.deficit/index.html
http://www.surgeongeneral.gov/library/mentalhealth/chapter3/sec4.html
http://www.bostonlifesciences.com/new2.htm
http://www.apa.org/monitor/feb99/adhd.html
http://odp.od.nih.gov/consensus/cons/110/110_statement.htm#6_5._What
http://www.health-center.com/english/brain/adhd/

EDITOR'S NOTE:
ADHD
objective
altrapane
spect scan
cortical activity
brain imaging

WORLDVIEW

Culture Watch: Overweight Chinese

1. Why is obesity becoming a problem for Chinese kids? How has the Chinese diet changed in recent times? What weight management program is featured in the video? What is your opinion of the program? Do you think maintaining new, healthier eating habits will be easy for camp graduates? Why or why not? If not, what should be done to address this problem?

2. Ask students: Why is it important to maintain a balanced, nutritious diet? Do you think most kids think about the importance of maintaining a healthy diet? Explain. Refer students to online resources, including the last website below, to learn about different weight control programs. Which programs are the most effective? Why?

3. Have small groups of students conduct research to determine the health risks associated with poor nutrition and being overweight. Have groups share their findings. To help students become more aware of their eating habits, have each student keep a log for three days of all the food he/she eats and his/her mood prior to eating. Working in groups, have students analyze the nutritional content of their food to determine if their meals and snacks are nutritionally balanced. Have group members suggest ways to make their diets more nutritious. Refer students to their data to determine if they eat to feel better. Ask students to determine if there is a correlation between their emotional states and the quality of their diet.

LINKS:
http://www.eatright.org/
http://www.phys.com/b_nutrition/01self_analysis/03eating/eating.html
http://www.mayohealth.org/mayo/9903/htm/weig_sb2.htm
http://www.mayohealth.org/mayo/9903/htm/weig_sb4.htm

Wild Kingdom: Angola Elephants

1. Where is Angola located? What is the Noah's Ark program? Why are African elephants in jeopardy? What parts of the elephant's body are valuable to poachers? Why?

2. Have students refer to the links listed below to learn more about the African elephant and the efforts that are being made to preserve the species. Have students research the commercial uses for ivory and determine whether these ivory products are essential or luxury items. Group students. Challenge each group to think of different ways these ivory products can be produced without using elephant ivory. As a class, discuss whether these products could be produced by African nations to strengthen their economies.

3. Ask students why they think that people are willing to purchase ivory when it could mean the extinction of elephants. Challenge groups of students to create educational campaigns to stop potential clients from buying ivory, thus reducing the demand and elephant poaching. Have groups present their ideas and discuss.

LINKS:
http://www.panda.org/resources/publications/species/elephant/elephant3.html
http://www.cites.org/CITES/eng/index.shtml
http://www.pbs.org/wnet/nature/elephants/

Around the World: WHO Tobacco Troubles

1. What is the World Health Organization (WHO)? Why is the WHO concerned about worldwide smoking? According to the WHO, how have tobacco companies undermined the organization's antismoking efforts? Why are these allegations politically and legally significant? How have tobacco companies responded to the WHO's allegations? If the WHO's allegations are substantiated, what do you think should be done?

2. What are the similarities between the WHO's and the United States government's issues with the tobacco companies? Direct students to the last four websites below to learn more about the history and status of the U.S. lawsuits against the tobacco industry. Ask students to consider the following questions in their research:
   - What health problems are associated with smoking tobacco?
   - What was outcome of the U.S. lawsuits against the tobacco companies?
   - What concessions have U.S. tobacco companies made during the last two years?
   - What antismoking policies have been instituted by the Clinton administration?
   - Have these policies been effective?

   After students present their findings, divide your class into three groups. Have each of the groups research either the sale, use or advertising of tobacco products in different countries. Then have groups draw upon their research and their knowledge about the U.S. tobacco lawsuits to draft an outline for a WHO treaty that would govern the worldwide sale, use and advertising of tobacco products. Which issues would be the most difficult to address? Why?

LINKS:
http://www.who.int/toh/
http://www.who.int/whr/1999/en/report.htm
http://www.house.gov/commerce/issues/tobacco/Tobacco_Settlement.html
http://www.usdoj.gov/civil/cases/tobacco2/index.htm
http://www.washingtonpost.com/wp-srv/national/longterm/bigtobacco/tobacco29a.htm
http://www.cnn.com/SPECIALS/1998/tobacco/

Information Please: Mexico Smoking Ban

1. What action against smoking has Mexico's government recently passed? Where is smoking now illegal in Mexico? What is the objective of this law? According to health authorities, how many Mexicans smoke? To what extent is smoking a health problem in Mexico?

2. According to Health Ministry projections, how could the ban on smoking reduce the public's exposure to tobacco smoke? Do all of Mexico's citizens agree that this is an effective strategy? Explain. How is the issue of smoking in public an issue of citizen rights?

3. What other places have taken up a ban on public smoking? Challenge students to go on an Internet "scavenger hunt" to find other examples of public smoking bans around the world, and share their findings. Do students see these bans as restrictions on personal freedom or promotion of public health? Discuss.

LINKS:
http://www.usatoday.com/life/travel/business/1999/t0331js.htm
http://europe.cnn.com/SPECIALS/1998/tobacco/
http://www.usatoday.org/life/travel/leisure/1998/t1113sm.htm
http://www.lindale-tx.net/smokiran.htm

EDITOR'S NOTE:
obesity
calorie count
poaching
Angola
World Health Organization
distorted
tobacco
ban

NEWS CHRONICLE

Special Series: Still Coming to America: Overview

1. How does Berkmar High School in suburban Atlanta represent the growing ethnic diversity of the U.S.? According to Dan Stein of F.A.I.R., what's wrong with today's U.S. immigration policy? Is there a limit on the number of immigrants to the U.S.? Explain. Approximately how many people immigrate into the U.S. each year? How many people currently living in the U.S. were born somewhere else?

2. Mr. Stein speaks of a "two-tiered society" created by immigrants. What does he mean? Why do some experts believe that poor Hispanic neighborhoods are not cause for alarm? To what do they compare these neighborhoods? How does sociologist Chip Gallagher respond to critics who worry about the impact of immigration on the nation's infrastructure? Explain why immigration seems to come in "waves." Why does Dan Stein argue that it's time to take a "time-out" from immigration? Do you agree or disagree with his view? Explain.

3. Why have the leading presidential candidates all but ignored the immigration issue? How do the immigrants impact the booming economy? According to Chip Gallagher, when will immigration again become a hot issue? Why?

4. Throughout this video we hear references to the Statue of Liberty. Generate a class discussion about the statue's symbolism. Then read this famous stanza of Emma Lazarus' "The New Colossus" to students:

   "Give me your tired, your poor,
   Your huddled masses yearning to breathe free,
   The wretched refuse of your teeming shore.
   Send these, the homeless, tempest-tost to me,
   I lift my lamp beside the golden door!"

   Challenge each student to use any artistic medium, including music, poetry and art, to offer his/her personal interpretation of the message of the Statue of Liberty.

5. Challenge your students to examine the history of immigration in the U.S. Divide the class into small groups, and have each group select one period in U.S. history to examine. Have each group research immigration data pertaining to its era, including the origins of those who immigrated to the United States. Have each group express its information in visual form, such as a chart or graph. After groups present their visual data, discuss the changes that have occurred in immigration patterns and native-born citizens' responses to these patterns.

LINKS:
http://www.ins.gov/graphics/index.htm
http://www.fairus.org/
http://www.aclu.org/issues/immigrant/hmir.html
http://history1800s.about.com/homework/history1800s/cs/immigration/index.htm?iam=dpile&terms=hist
http://www.endex.com/gf/buildings/liberty/libertyfacts.htm

EDITOR'S NOTE:
suburban
immigration
diversity
infrastructure
political backlash
assimilate
Immigration and Naturalization Service
recession

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

October 18, 2000

Teachers: Due to technical problems, today's program is not closed-captioned.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:30...01:40

Top Story ... 01:00...02:40
Middle East clashes continue despite an Israeli-Palestinian agreement.

Democracy in America ... 04:00...06:40
Al Gore and George W. Bush meet in the third presidential debate.

DAILY DESK ... 00:30...07:10

Business Desk ... 05:25...12:35
Meet a Georgia artist who's turned a passion for ceramics into a global business.

WORLDVIEW ... 00:30...13:05

Sports Page: Dragon Boat Racing ... 02:20...15:25
Dragon Boat racing experiences a revival.

One World Habitat: South Korea Lead Fish ... 02:55...18:20
South Koreans discover lead pellets in their seafood.

Inside North America ... 02:45...21:05
The U.S. is the only industrialized nation that lacks a national tourism board.

NEWS CHRONICLE ... 00:30...21:35

Special Series ... 06:00...27:35
Parents from Uzbekistan move to the U.S. in search of a better life for their children.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Crisis in the Middle East

1. Why was an emergency Middle East summit convened at Sharm El Sheikh, Egypt? Which world leaders attended the meeting? What was the outcome of the summit? Why do you think neither Israeli Prime Minister Ehud Barak or Palestinian leader Yasser Arafat signed the "statement of intent"? What is the status of the Israeli-Palestinian conflicts in the West Bank and Gaza? Do you think the new ceasefire agreement will be effective? Why or why not?

LINKS:
http://www.cnn.com/2000/WORLD/meast/10/17/mideast.summit.04/index.html
http://www.cnn.com/SPECIALS/2000/mideast/

Democracy in America: Election 2000

1. Where was the third and final U.S. presidential debate held? Who participated in the debate? How did the format of this debate differ from the previous two presidential debates? Which format do you like the best? Why? What, if anything, did the presidential candidates do during the debate to appeal to undecided voters? Which candidate do you think "won" last night's debate? Explain.

2. Working in groups, have students research the issues that were addressed in last night's debate, including military readiness, education, and the economy. Next, instruct students to investigate the candidates' positions on each issue. Then, for each issue, have groups work together to create a poster that depicts a side-by-side comparison of Governor George W. Bush's and Vice President Al Gore's positions on the issue. After students display their posters, ask: If you were at last night's debate and could ask one question, what question would you ask? Why?

3. As a class, have students make a list of factors that voters consider to determine which candidate they will vote for. These factors include:
   - Party affiliation
   - Political platforms
   - Vice presidential running mate
   - Performance during the debates
   - Religious orientation
   - Leadership ability
   - Personal appeal.

   Instruct students to rank these factors in order of importance. Next, create a survey that lists these different factors. Divide your class into pairs. Then, direct each pair of students to poll ten registered U.S. voters to determine how important these factors are to the voters. Have students compile and analyze their findings. Based on the polling results, do you think this final presidential debate will impact the outcome of the U.S. presidential elections? Why or why not? To what extent do you think this debate will sway undecided voters? Explain.

LINKS:
http://www.cnn.com/ALLPOLITICS/
http://www.georgewbush.com/
http://www.algore2000.com/
http://www.debates.org/index.html

EDITOR'S NOTE:
ceasefire
militants
West Bank
Gaza
Presidential debate
town hall meeting
Gallup

DAILY DESK

Business Desk: Rebecca Wood

1. When did Rebecca Wood start selling ceramics? How much did she earn the first year? How much does her business earn now? How many employees does she have? Describe some of the ceramics her company makes. What inspires her designs?

2. What business circumstances sometimes discouraged Ms. Wood? What does it take to run your own business? Where did Ms. Wood learn these skills? What advice does she offer others who want to follow their business dreams?

3. Rebecca Wood attributes part of her success to a growing appeal for homemade goods. Why do you think there is a strong market for homemade (handmade) items? As a consumer, under what circumstances would you prefer to buy something that is homemade? When would you prefer to purchase an item that is mass-produced? What are you paying for when you purchase a homemade item?

4. Refer students back to the video, and ask them to recall what Rebecca Wood says about the Small Business Administration. How did the agency serve as a good resource for her? What other resources does the SBA provide? Have students consult the SBA's website below to learn more about this agency. Invite a local banker who handles SBA loans and services to address the class on ways the agency helps small businesses get started and stay in business.

5. In class discussion, review the definition of the word "entrepreneur." Discuss what makes Rebecca Wood an entrepreneur. Ask students to identify galleries or other places in your community where consumers can purchase art and handmade items. If artists wish to support themselves with their work, why must they also be entrepreneurs? Discuss the risks all entrepreneurs take everyday.

LINKS:
http://www.sbaonline.sba.gov/
http://www.investorwords.com/e2.htm#entrepreneur
http://www.rwoodstudio.com/home.html

EDITOR'S NOTE:
entrepreneur

Small Business Administration
ceramics

WORLDVIEW

Sports Page: Dragon Boat Racing

1. What is the origin of Dragon Boat racing? In which countries is the sport experiencing a revival? How has the sport changed since it began in the 3rd century, B.C.?

2. Why do you think people participate in Dragon Boat racing? Why do you think this sport is experiencing a revival? What skills should Dragon Boat paddlers have? Why do you think some people feel that Dragon Boat racing is the "ultimate" team sport? Do you agree? Why or why not? Do you think Dragon Boat racing should become an Olympic event? Why or why not?

3. Point out to students that Dragon Boat racing is one of the few sports where both sexes are on the same team. Do you believe that men and women should compete on the same teams in sports, or do you think that they should have separate leagues? Explain.

4. Refer to online resources, including the websites below, to learn about ancient Chinese culture and the history of Dragon Boat racing. How did this event evolve? What aspects of regional history and culture are reflected through this event? Group students. Have each group use print and online resources to research the cultural origins of different sporting events, such as fencing or cross country running. Have each group share its information and discuss.

LINKS:
http://www.alvin.org/dragon/adba/
http://www.dragonboat.pl/english/indexEng.html
http://dir.yahoo.com/Recreation/Outdoors/Boating/Racing/Dragon_Boat_Racing/
http://kidsportsrec.about.com/cs/sportshistory/index.htm

One World Habitat: South Korea Lead Fish

1. Why have metal detector sweeps become common in many South Korean fish markets? How have South Korean consumers and merchants been affected by the discovery of the lead pellets? What measures are being taken to ensure that South Korea's seafood is lead-free? Do you think these measures will enable the South Korean fishing market to recover from the lead scare? Why or why not? If not, what additional measures do you think should be taken?

2. Lead poisoning is a serious problem, particularly for young children. Direct students to Internet resources, including the websites below, to investigate the different causes of lead poisoning and resulting health problems. Have students create an informational community campaign, including a brochure, to educate their peers about the causes, symptoms and treatment of lead poisoning.

LINKS:
http://www.atsdr.cdc.gov/cxlead.html
http://www.aeclp.org/2/index.html

Inside North America: Visit America

1. What is the role of a national tourism board? Why do you think the U.S. is the only industrialized nation that does not have a national tourism board? What are the drawbacks of not having such a board? What steps is the Travel Industry Association of America doing to promote U.S. travel overseas?

2. Have each student research an area of the U.S. that he/she thinks would be a good vacation destination for international tourists. Have students research the history, sites, and tourism-related businesses in the region. Have students determine if the area would need to be modified to accommodate an influx of international tourists, and if so, how? After students share their information, refer them to the links below to learn more about the function of different national tourism boards. Then help your students to draw upon their research to design a website for an "American Tourism Board."

LINKS:
http://www.gibraltar.gi/tourism
http://www.tourism-costarica.com
http://www.satour.com/
http://www.tia.org/

EDITOR'S NOTE:
Dragon Boat racing
lead poising
China
South Korea

seafood
tourism
self-promotion

NEWS CHRONICLE

Special Series: Still Coming to America: Part 2

1. From which country did Yelena Pilsova emigrate? Why did her parents move to the United States? What "sacrifices" did Yelena's parents make to move to the U.S.? What were some of the hardships that Yelena and her parents encountered when they arrived in the U.S.? How have Yelena and her parents dealt with these obstacles?

2. For Yelena, what are some of the major differences between her life in the U.S. and her life in Uzbekistan? Do you think Yelena should continue to speak Russian at home? Why or why not? How do Yelena and her father see themselves in regard to their nationalities? Why do you think their perceptions differ? What factors do you think define a person's nationality?

3. Why do people emigrate? What factors might compel you to emigrate from your country? What challenges do you think immigrants encounter upon entering a new country? What specific difficulties might an immigrant encounter if he/she did not understand the native language? What types of social services might help immigrants acclimate to their new surroundings?

4. Like many immigrants, Yelena's parents immigrated to the U.S. to create a better life for their family. Have students interview adult family members to learn about when, why, and how their ancestors came to the United States. Direct each student to pose the following questions:
    1. What types of lives did the immigrants establish for themselves in America?
    2. What were their family values and work ethic?
    3. Have these values changed in subsequent generations?

   Have each student draw upon his/her research to write a letter to a parent, grandparent, or ancestor that describes how the student's family and the U.S. have evolved since the parent, grandparent, or ancestor first arrived in America. Have each student note the impact that this individual had on subsequent generations. After students share their letters, discuss whether the opportunities that existed for U.S. immigrants during the 20th century still exist for U.S. immigrants today.

LINKS:
http://www.us-immigration.com/indext.htm
http://www.ins.usdoj.gov/graphics/aboutins/statistics/110.htm
http://headlines.yahoo.com/Full_Coverage/US/Immigration
http://www.uzbekistan.org/

EDITOR'S NOTE:
immigrant
Uzbekistan
religious persecution
heritage

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CNN NEWSROOM Guide

October 19, 2000

Join CNNfyi.com and the Centers for Disease Control for a live Interactive Learning Adventure...October 24, only on CNNfyi.com!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40...02:10

Top Story ... 03:00...05:10
A memorial service is held for the crew of the USS Cole.

DAILY DESK ... 00:35...05:45

Science Desk ... 02:00...07:45
Nanotechnology provides a new way of testing for DNA.

WORLDVIEW ... 00:40...08:25

Culture Watch: Little Saigon ... 03:15...11:40
Southern California's Little Saigon is home to an Asian entertainment industry.

One World Habitat: Kenya Drought ... 02:45...14:25
Kenyans struggle with the effects of ongoing drought.

Communication Transformation: Kenya Online ... 03:00...17:25
More Africans are beginning to use the Internet.

NEWS CHRONICLE ... 00:40...18:05

Special Series ... 06:50...24:55
Hispanic immigrants are changing the face of North Carolina.

Fall Classic ... 02:00...26:55
What do politics and baseball have in common?

Look Ahead ... 00:15...27:10
Virus Encounters: October 25-27

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

- **TODAY'S NEWS**

Top Story: USS Cole

1. What happened to the USS Cole when it was docked in Yemen? How many sailors were killed and wounded in the attack? How were the dead sailors memorialized?

2. What steps is the U.S. government taking to investigate the attack on the USS Cole? Why is the Pentagon engaging the services of retired officers, Admiral Harold Gehman and General William Crouch? If the U.S. can identify those ultimately responsible for the attack on the USS Cole, what course of action should it take? Are there any possible negative consequences to this course of action? Explain.

3. During his tribute to the injured and fallen crew members, President Clinton stated, "They have given us their deaths, let us give them their meaning, their meaning of peace and freedom, of reconciliation and love, of service, endurance and hope. After all they have given us, we must give them their meaning." What do these words mean to you? Group students. Challenge each group to design a memorial for the crew of the USS Cole. Direct each group to draw a diagram or create a small-scale model of its memorial. Have each group present its memorial and explain the significance of its design.

4. What is the aim of terrorism? Direct students to the last website below to learn about recent terrorist attacks that have occurred against the U.S. overseas. Divide your class into small groups. Have each group prepare a presentation about one of the incidents; why it occurred, its impact, and what authorities learned from the tragedy. After the presentations, ask: Do you think the incidence of international terrorism against the U.S. will increase or decrease in the years to come? Explain.

LINKS:
http://www.cnn.com/2000/US/10/18/cole.memorial.02/index.html
http://www.spear.navy.mil/ships/ddg67/
http://www.defenselink.mil/
http://www.state.gov/
http://www.terrorism.com/index.shtml
http://www.terrorism.net/
http://www.terrorism.com/terrorism/links.html
http://www.cnn.com/interactive/us/0010/usvterror.ap/frameset.exclude.html

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EDITOR'S NOTE:
Yemen
USS Cole
terrorism

DAILY DESK

Science Desk: DNA and Nanotechnology

1. What are the "raw materials" of the new DNA test? How many molecules are required to detect a match? In what way is this test a vast improvement over the old one? For what is this type of DNA test used? Is the new DNA test more accurate than the old test? Explain.

2. Compared to a human hair, how big is a nanometer? What tools do you think scientists need to use to work with things this small? What other uses for nanotechnology are on the horizon? How could the ability to manipulate atoms and molecules change the way diseases are diagnosed and treated?

3. Nanoscience has mushroomed over the last five years into one of the most pervasive areas of

science. This is partially due to its immense potential applications. Have your students gain a better understanding of the potential for nanotechnology by investigating proposed or recently realized uses. Working in small groups, have students use the websites below and other current media to identify a nanotechnology application they want to investigate. Have the groups conduct research on their applications and prepare oral presentations that include illustrations and written explanations. After the presentations, discuss the wide range implications for the various uses of nanotechnology, and speculate about some of the careers that may be created as a result.

LINKS:
http://nanoscience.ch/news.html
http://www.house.gov/science/smalley_062299.htm
http://www.zyvex.com/nano/
http://www.research.ibm.com/nanoscience/nanotubes.html

EDITOR'S NOTE:
DNA
molecules
nanotechnology
atoms
human genome

WORLDVIEW

Culture Watch: Little Saigon

1. Where in the U.S. is Little Saigon located? What industry is flourishing in Little Saigon? Which Vietnamese artists are mentioned in the video? Are you familiar with these entertainers? If so, what is your opinion of their work?

2. Do you think the way groups of people are portrayed in movies or other forms of media influences people's perceptions of these groups? Explain. Support your opinion with fact. How have the Vietnamese been traditionally portrayed in the movies during the last 25 years? Why do you think this is so? Do you think this portrayal is changing? Explain. What challenges, if any, do you think aspiring Vietnamese-American artists might encounter in the American entertainment industry?

3. If you have any Vietnamese-American students in your class, ask them to relate some of their family traditions and practices, or share some of their families' favorite foods with the class. Generate a class discussion about the common threads among different cultural practices that involve the family, such as eating together, observing holidays, etc.

4. Have students share what they know about the Vietnam War and its impact on the Vietnamese. Point out to students that the fall of South Vietnam to the Communist-run North in 1975 lead to the eventual emigration of about 1.5 million Vietnamese to the West. The second and third waves of Vietnamese refugees occurred in 1978 and 1989. Direct students to the websites below, and other online resources, to learn about the history of these Vietnamese refugees and their impact on America, particularly in California and Texas, where many have settled.

LINKS:
http://www.littlesaigon.com/lsaigon/people.htm
http://www.csmonitor.com/durable/1997/10/14/intl/intl.3.html
http://coombs.anu.edu.au/WWWVLPages/VietPages/WWWVL-Vietnam.html
http://www.teachvietnam.org/
http://www.envisage.bc.ca/kevintien/main.shtml

One World Habitat: Kenya Drought

1. Locate Kenya on a map. What is a drought? How is the current drought affecting Kenya's environment, economy, animals and its citizens? What type of aid is being provided by international organizations, such as the Red Cross? How many Kenyans still need food and aid?

2. Have students use the websites below to learn about the causes and effects of droughts. Then point out to students that many experts consider drought to be the most damaging environmental phenomenon. Have students discuss whether or not they agree with this assertion.

3. Instruct students to gather data on Kenya's geography and the culture of its people. Why is this region chronically victimized by droughts? How has the international community responded to Kenya's drought during the last two years? Have students use their data to create a picture of how Kenyans have adapted their culture to fit the environment. Share their ideas, and generate a list of the problems Kenyans face and their reasons for continuing to live in the region. To what extent do politics influence their reasons for staying in Kenya? What else should the international community be doing to help the people of Kenya?

LINKS:
http://www.cnn.com/2000/WORLD/africa/09/19/kenya.drought/
http://www.wfp.org/hoa/kenya.htm
http://www.kenyaweb.com/
http://www.thehungersite.com/cgi-bin/WebObjects/HungerSite
http://www.nws.noaa.gov/

Communication Transformation: Kenya Online

1. What is the status of the Internet in Africa? What factors have prevented the expansion of the Internet in many parts of Africa? What is Africa Online? When and why was it started? What is Africa Online doing to "expand its profitability"? What is "eTouch"? How is eTouch affecting Africa Online and Internet usage in Africa?

2. As a class, discuss how the Internet has impacted civilization during the last ten years. Direct students to consider the effects of the Internet on education, businesses, health and science. Then ask students: What is the "Digital Divide"? Point out that "only one in 20 people around the world are online, and close to 60 percent of Internet users live in North America, even though it accounts for just five percent of the world's population." Why are these statistics cause for concern? Have students investigate the benefits and drawbacks of opening information markets in developing nations. Will opening these markets create opportunities, or will they increase the information gap between rich and poor countries? Discuss.

3. Instruct each student to write a paper that addresses the following question: What should developing world policymakers and leaders of the developed world do to tackle the Digital Divide? Inform students that the last three websites below offer information about some of the initiatives being taken by the international community to close the widening information technology gap between industrial and developing countries.

LINKS:
http://www.africaonline.com/
http://www.etouch.com/home-e.asp
http://www.isoc.org/
http://www.digitaldivide.gov/
http://www.g8kyushu

EDITOR'S NOTE:
Vietnam

Asian entertainment industry
Kenya
drought
relief agencies
eTouch
Africa Online

NEWS CHRONICLE

Special Series: Still Coming to America: Part 3

1. How has North Carolina's Hispanic population changed over the past 10 years? According to UNC demographer Jim Johnson, how is the South handling this population change? How have the demographics of Siler City changed in recent years? What drew many Hispanics to the town? How did some local residents react? Why did many pull their children out of the local elementary school? How does the school's principal respond to these charges?

2. What event led to widespread fear among those in the Hispanic community? How did a letter by the chairman of the county commissioners cause an uproar among Hispanics? How has Chairman Rick Givens had a change of heart? Why do you think few people want to talk about the changes in the town?

3. As a class, have students secure past and recent population statistics on your community, city and state to determine whether its demographics are changing. Have the number of Spanish-speaking residents of your community, city and/or state increased? If so, what factors do students think are responsible for the increase? Discuss how shifting population trends have a political, economic and social impact.

4. As a class, identify both sides of the immigration issue presented in this segment. Ask students to consider how they might feel in each case, as native-born U.S. citizens living in the town and as Hispanic immigrants to the town in search of jobs. Direct each student to write a journal entry in which he/she takes on the role of a towns-person or an immigrant and describes what he/she thinks about what is happening there. Conclude with a class discussion of what students think can be done to promote prosperity and community for everyone living in the town.

LINKS:
http://latinoculture.about.com/culture/latinoculture/mbody.htm?iam=dpile&terms=history+of+U.S.+imm
http://www.policy.com/issues/18/
http://www.usbc.org/

Fall Classic

1. Who was Dwight Eisenhower? Which baseball teams and baseball players are featured in the video? In the video, what parallels are made between 1950's politics and 1950's baseball? What is a "Subway Series"?

2. To what extent is baseball part of American culture? Have students identify baseball terms and expressions that are used in everyday speech. Challenge students to describe how they might explain the game of baseball (and its terminology) to students from other countries who are not familiar with the game.

3. As a class, discuss the following questions: What is a hero? Why are Mickey Mantle, Whitey Ford, Willie Mays and Jackie Robinson considered heroes? Who are present-day sports heroes? Do you think the sports heroes of today different from those of past generations? Explain.

4. Why do many American baseball fans consider the ball players of the 1950's the "greatest generation in baseball"? Do you agree? Why or why not? How has the game of baseball changed

during the last fifty years? To what extent do these changes reflect the changes in America society during this time? Do you think that this year's Subway Series will have the same impact as the Subway Series of the 1950's? Why or why not?

5. What is an analogy? What analogy is used in this CNN NEWSROOM story? Challenge each student to write a brief essay in which they use an analogy, such as baseball, to express their views about the 2000 U.S. presidential race. Have students share their essays and discuss.

LINKS:
http://sportsillustrated.cnn.com/baseball/mlb/2000/postseason/
http://www.totalbaseball.com/player/m/maysw101/maysw101.html
http://dir.yahoo.com/Recreation/Sports/Baseball/
http://www.cnn.com/ELECTION/2000/

EDITOR'S NOTE:
Hispanic immigrants
diversity
Dwight Eisenhower
Subway Series
heroes
baseball

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CNN NEWSROOM Guide

October 20, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 00:20...01:25

Top Story ... 03:15...04:40
The U.S. Senate votes to ease Cuban trade sanctions.

DAILY DESK ... 00:25...05:05

Editor's Desk ... 03:05...08:10
Broadway theater experiences the end of an era.

WORLDVIEW ... 00:20...08:30

Artistry in Action: Sol Project ... 03:05...11:35
The Sol Project facilitates a cultural exchange between U.S. and Cuban students.

Taking Care of Business ... 03:20...14:55
U.S.-bound Cuban visa applicants fall prey to black marketeers.

One World Habitat: Alligator Wrestling ... 02:55...17:50
Fewer Seminole Indians practice the art of alligator wrestling.

NEWS CHRONICLE ... 00:20...18:10

Special Series ... 06:35...24:45
A common livelihood unites Texas shrimpers and Vietnamese immigrants.

Turner Website Information ... 00:45...25:30
Information on the CNN NEWSROOM Daily Classroom Guide

Our World ... 02:05...27:35
The Entertainment Academy offers direction for troubled teens.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S.-Cuba Relations

1. What was the status of trade relations between the U.S. and Cuba from 1900 to 1960? How would you describe relations between Cuba and the U.S. over the past four decades? What is the source of the tension between the two countries? Who is Fidel Castro? What is an economic embargo? Why did the U.S. impose an embargo on Cuba in 1961?

2. What are the provisions and limitations of the agricultural bill that was passed by the U.S. Senate earlier this week? Why do you think the bill prohibits U.S. public or private financial institutions from financing the sale of food and medicine? Do you agree with this policy? Why or why not? What is your opinion of the lifting of the food and medicine embargo against Cuba?

3. Inform students that the bill also codifies a ban on U.S. travel to Cuba, which takes away a presidential prerogative to determine travel restrictions. Have students consider the political ramifications of this policy change. Do you think the issue of easing sanctions against Cuba is a partisan issue? Explain. If so, who stands to lose or gain politically from the new bill?

4. Point out to students that though the U.S. has lifted food and medicine sanctions, the economic embargo against Cuba still exists. Refer groups of students to multimedia resources to learn more about the economic sanctions against Cuba. Have groups share their findings and discuss the evidence in favor of and against lifting these sanctions. Who is being hurt by the sanctions? What might happen if the sanctions were lifted? Would lifting of the embargo be seen as an endorsement of President Fidel Castro's regime? Explain. After an in-depth discussion examining both sides of the embargo issue, have each student write an opinion essay in response to the question: Should the economic embargo against Cuba be lifted?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/10/18/cuba.vote/
http://www.state.gov/www/regions/wha/cuba/index.html
http://usembassy.state.gov/posts/cu1/wwwhmain.html
http://usembassy.state.gov/posts/cu1/wwwh0031.html
http://www.senate.gov/
http://www.cubaweb.cu/Cub_ing/index.asp
http://www.canfnet.org/

EDITOR'S NOTE:
Cuba
agricultural bill
proponents
sanctions
embargo
sovereignty

DAILY DESK

Editor's Desk: End of an Era

1. Where is Broadway located? What British megamusicals ran, or are running, on Broadway? Who is Cameron Mackintosh? What is the longest running show in Broadway history? Why are British megamusicals closing on Broadway? How do you think these changes might impact the culture and experience of Broadway theater?

2. Have you ever seen any of the musicals mentioned in the video? If so, what did you think of the

production? Have you ever watched a taped version of a staged musical? If so, what is the difference between watching a live production and a film? Do you have a preference? Explain. Have you ever been in a play or worked behind the scenes? If so, what was it like?

3. Who is Andrew Lloyd Webber? In an interview, Mr. Webber said, "Theater is not a business you can quantify. In the end, there are no rules." What do you think he meant? Direct students to multimedia resources to research the evolution of Broadway musicals. How has Broadway theater changed since the 1960s? Have students consider the themes and styles of shows like "West Side Story," "Jesus Christ Superstar," "Cats," "Les Miserables," and "The Lion King." In what way does the evolution of Broadway theater reflect changes in American society? Challenge small groups of students to predict future topics and styles for 21st century Broadway musicals.

LINKS:
http://www.cmackintosh.com/
http://www.eonline.com/News/Items/0,1,6054,00.html
http://www.musicals.net/

EDITOR'S NOTE:
megamusical
Broadway
revivals

WORLDVIEW

Artistry in Action: Sol Project

1. What is the Sol Project? What are some of the cultural and political differences between Cuba and the U.S.? Do you think the Sol Project will help to break down barriers between the U.S. and Cuba? Why or why not? How do you think the kids benefited from participating in the Sol Project?

2. According to the project's director, Michael Skolnik, "politics don't matter much to children." What do you think he means? Do you agree with Mr. Skolnik? Why or why not? At what point in their lives do people begin to develop political views? What factors influence the formation of people's political views?

3. Ask students to describe current relations between the U.S. and Cuba. If students are unfamiliar with the state of U.S.-Cuba relations, have them consult the last two websites below. Ask: Why is the Sol Project an unusual program? Point out to students that on January 5, 1999, President Clinton announced his decision to expand "people-to-people" contacts with Cuba. Ask students: Why do you think this change in policy has occurred? Critics charge the new policy lends credibility to a dictator, Cuban leader Fidel Castro. With whom do you agree? Why?

LINKS:
http://www.theatermania.com/extras/sol.cfm
http://www.cult.cu/eng/artesesc/caractei.html
http://www.cubanculture.com/
http://www.state.gov/www/regions/wha/cuba/index.html
http://www.state.gov/www/regions/wha/fs_990105_cuba_contacts.html

Taking Care of Business: Visa Woes

1. What process must Cubans go through to visit the U.S.? What percentage of Cubans have been granted visas to visit the U.S. this year? How does this figure differ from previous years? Why do

you think the U.S. government is now allowing more Cubans to visit the U.S.?

2. What is the "black market"? How is the black market affecting U.S.-bound Cuban visa applicants? How did this black market business get started? Why is it so difficult to control? How do you think the Cuban and U.S. governments should address the problem?

3. Inform students that black marketeering is a chronic problem for nations with state-controlled economies, and for many developing countries. Help students generate a list of other black market enterprises that exist throughout the world. Group students. Have each group research the evolution and status of one of these black market businesses, and what is being done to stop the black market enterprise. After the presentations, ask students: What economic and political factors fuel the black market business? What are the benefits and drawbacks of a black market economy? Why is black marketeering a chronic problem for nations with state-controlled economies and for developing countries who are trying to implement balanced programs of economic growth?

LINKS:
http://www.dnai.com/~mschulz/
http://www.britannica.com/bcom/eb/article/4/0,5716,15694+1+15491,00.html?query=black%20market

One World Habitat: Alligator Wrestling

1. Where is the Seminole tribe located? Why is the art of alligator wrestling in jeopardy? What aspects of the Seminole culture are being preserved as a result of alligator wrestling? Do you think it is important that the Seminole Indians continue to practice the tradition of alligator wrestling? Why or why not?

2. What factors are threatening the preservation of the Seminole culture in the U.S.? Use this as an opportunity to have students define and examine the concept of "cultural pluralism." Have students create a list of pluralistic nations and their different ethnic groups. Group students. Have each group select a country from the list and prepare a presentation about the status of some of the nation's indigenous cultures and the challenges that are associated with preserving these cultures. After students compare and contrast their findings, ask: Do you think it is important to preserve indigenous cultures? Why or why not? If so, given the rapid expansion of technology and the globalization of the marketplace, do you think it is possible to preserve indigenous cultures? Explain.

LINKS:
http://www.seminoletribe.com/
http://www.seminoletribe.com/culture/
http://www.si.edu/nmai/nav.htm
http://www.unesco.org/culture/pluralism/html_eng/index_en.htm

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EDITOR'S NOTE:
bilingual
consular
quota
cultural exchange
black market
Seminole tribe

NEWS CHRONICLE

Special Series: Still Coming to America: Part 3

1. Who is Vernon Bates? What does he do for a living? Who shares this livelihood with him? How did Mr. Bates and other shrimpers react when the Vietnamese fishermen first appeared in 1975?

Why did Tu Viet Vu bring his family to the Texas coast?

2. What misconceptions did many of the Texas shrimpers have about the Vietnamese shrimpers? What did the locals try to do to the Vietnamese immigrants? What caused racial tensions to come to a head? How does the community feel about the Vietnamese shrimpers now? Why?
3. Explain why the Anglo and Asian shrimpers united. Even if they lose their fight against the restrictions, what have they both won? Why do you think mutual admiration and respect are important, especially in a culturally-diverse society? Some sociologists say that embracing diversity promotes unity. Do you agree or disagree with this claim? Explain.
4. No doubt your students have heard the United States referred to as a "melting pot" of diverse cultures. Some say it is more of a "salad bowl." Put these comparisons before the class and ask them to analyze the meaning of each. Which would your students use to characterize the diverse culture of the United States? Why? Discuss.

LINKS:
http://www.whitehouse.gov/Initiatives/OneAmerica/Practices/pp_19980804.2917.html
http://www.nscc.cc.oh.us/genstud/cybercon/dealing_diversity/sld001.htm
http://www.lib.ksu.edu/depts/mrrc/mrrc.shtml

Our World: Hollywood Troubled Teens

1. What is the Entertainment Academy? Where is it located? How is the Entertainment Academy different from your high school? What skills and attributes do you think students must have to succeed at the Entertainment Academy? What is your opinion of this high school?
2. In your opinion, what is the purpose of school-based education? How does a country's culture influence the mission of its educational institutions? Do you think formal school-based education is necessary? Why or why not? In your opinion, why do some troubled kids have difficulty succeeding in a traditional school environment?
3. Point out to students that the Entertainment Academy is one example of an alternative school for troubled teens. Have students learn about these types of alternative high schools in their city or state. You can direct them to online resources, including your state's department of education. Group students. Have each group prepare a presentation about a different alternative high school program. Instruct each group to identify:
    - the school's mission and philosophy
    - ratios of students to staff
    - rules and behavior standards
    - the role of students in school operations
    - the curriculum, and whether it connects the classroom and the community.

   After the presentations, have students compare and contrast the programs, and identify which programs they liked the best.

   EXTENSION: Challenge small groups of students to develop their own educational philosophies and to design high school programs that reflect these philosophies. Direct students to consider the following issues when designing their school programs: The age, abilities and interests of the students, curriculum content, class structure, methods of teaching and evaluating students, and teaching tools. Following each presentation, have students discuss the benefits and drawbacks of the program.

LINKS:
http://www.hollywoodmuseum.com/
http://www.purdue.edu/UNS/html4ever/9707.Haring.altschools.html
http://www.nwrel.org/nwreport/sept97/article4.html
http://dir.yahoo.com/Education/Theory_and_Methods/

http://www.educacao.pro.br/

EDITOR'S NOTE:
shrimper
Vietnamese refugee
racial tension
youth offenders
entertainment industry
alternative school

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CNN NEWSROOM Guide

October 23, 2000

Join CNNfyi.com and the Centers for Disease Control for a live Interactive Learning Adventure … October 24, only on CNNfyi.com!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 06:10...08:10
Israeli Prime Minister Barak calls for a "time out" from the peace process.

DAILY DESK ... 00:45...08:55

Environment Desk ... 01:25...10:20
According to a new report, over 11,000 species are facing extinction.

WORLDVIEW ... 00:25...10:45

Around the World ... 02:30...13:15
U.N. Secretary General Kofi Annan calls for peacekeeping reforms.

Information Please ... 03:10...16:25
The U.N. and the Ericsson corporation form a partnership.

One World Habitat: Oceans ... 05:05...21:30
Are the earth's oceans in jeopardy?

NEWS CHRONICLE ... 00:55...22:25

Ebola Outbreak ... 04:15...26:40
A new outbreak of Ebola in Uganda has health authorities concerned.

Look Ahead ... 00:30...27:10
-Tomorrow: Virus Encounters - A virtual field trip to the CDC. Consult CNNfyi.com for details.
-Oct. 25-27 on CNN NEWSROOM: More Virus Encounters

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Crisis in the Middle East

1. What is the Arab League? When was it formed? Who were its original member nations? How many nations belong to the League today? What are the goals of the organization? How has the League responded to Israeli Prime Minister Ehud Barak's call for a "time out" in the peace process?

2. Why does Israeli Prime Minister Barak want Israel to take a time out from the peace talks? What are the "intolerable deeds of the Palestinians" to which he refers? With whom is Mr. Barak trying to create an emergency government? Who is Ariel Sharon? What element of Israeli politics will he bring to this government?

3. How did Palestinian leader Yasser Arafat react to Mr. Barak's call for a time out? What message did demonstrators in the streets of Gaza send to Mr. Barak? What do Palestinian leaders believe will be the ultimate effect of Mr. Barak's decision to back away from the peace talks? According to the video, how are Israel's policies affecting the ability of groups like Hamas to recruit more individuals to its cause?

4. Ask students to consider what they think the best course of action for the Israelis and Palestinians is at this point. Have students work in groups to review the peace process to date and the events that have interrupted its progress, and share their findings in class discussion. Then have each student use what he/she has seen in the video, combined with the information gathered in research and discussion, to write a newspaper editorial that might appear in either an Israeli or a Palestinian paper. The focus of the editorial should be an opinion, supported with fact, on what course that government should pursue. Should the peace process resume? If so, under what conditions? If not, what is the alternative?

LINKS:
http://www.cnn.com/2000/WORLD/meast/10/22/mideast.reaction.02/index.html
http://www.cnn.com/2000/WORLD/meast/10/22/mideast.arab.summit.01/
http://www.emulateme.com/westbank.htm
http://www.cnn.com/SPECIALS/2000/mideast/

EDITOR'S NOTE:
summit
tribunal
incitement
right-wing
Arab League
Ehud Barak
Yasser Arafat
Hamas

DAILY DESK

Environment Desk: Global Extinction

1. What is the World Conservation Union's "Red List"? When was it last updated? According to the list, about how many species are close to extinction? How does the number of plant species on the list compare to the number of animal species? Which animal species are the "surprises" of this list? What is the primary cause of their extinction?

2. What are the primary causes of extinction cited in the list? What solutions does the list offer? Who is responsible for saving endangered species in the U.S.? Which issue do you think is a more pressing concern, saving endangered species or addressing economic and social issues? Explain. In your opinion, what role should the U.S. government have in addressing plant and animal extinction?

3. Have students examine the following quote that was delivered at the World Conservation Congress by World Conservation Union Director General Maritta von Bieberstein Kock-Weser: "We have the knowledge, technology, and human resources to avert the extinction crisis. What is missing is the political commitment to use them and to invest in them in the interest of future generations. No loss of species is acceptable to IUCN – no species should go extinct." Have your students respond to this quote in two paragraphs:
    1. In the first paragraph, have students write a statement detailing what they think the quote means. Refer students to the first website below to examine the context in which the quote was delivered, and why the context is significant.
    2. In the second paragraph, students should explain why they agree or disagree with the quote. Students should supply at least two verifiable facts to support their positions.

   Have students share their papers and discuss how they think citizens and governments should establish the value of endangered species and respond to this crisis.

LINKS:
http://www.iucn.org/info_and_news/press/ammanfinal.html
http://www.redlist.org/
http://endangered.fws.gov/
http://endangered.fws.gov/POLICY/pece.htm

EDITOR'S NOTE:
biodiversity
primate
urban sprawl
extinction

WORLDVIEW

Around the World: U.N. Peacekeeping

1. What is the United Nations? Who is Kofi Annan? What is the role of the U.N. Security Council? What problems and failures have plagued U.N. peacekeeping forces over the past decade?

2. In your opinion, what are the differences between sending U.N. peacekeeping troops versus national peacekeeping troops into conflict zones? How do you feel about military troops acting as peacekeepers? Do you think U.N. peacekeeping forces are necessary? Explain.

3. Refer groups of students to the websites below to help students learn more about the problems affecting U.N. peacekeepers. Have groups prepare presentations about the U.N. peacekeeping operations and the role of U.N. peacekeeping forces in either Rwanda, Srebrenica, Bosnia, or Sierra Leone. What problems have U.N. peacekeepers encountered? Why have U.N. workers and peacekeepers been targets of violence? After the presentations, point out to students that according to the authors of the U.N. report, "no failure did more to damage the standing and credibility of United Nations peacekeeping in the 1990s than its reluctance to distinguish victim from aggressor." Ask: What does this statement mean? Do you agree with this assertion? Why or why not? If so, what might be done to prevent this situation from reoccurring? Give an example.

4. Have students investigate the peacekeeping reforms that have been proposed by U.N. Secretary General Kofi Annan. These reforms include "creating the equivalent of a defense ministry to ensure troops can deploy quickly, and modernizing operations in New York with the latest telecommunications systems and highly trained staff." Direct students to analyze the strengths and weaknesses of Kofi Annan's recommendations. Have students consider the following questions:

Why are some of these reforms controversial? Do you think these proposed reforms should be ratified? Why or why not? What else could be done to enhance the standing and credibility of United Nations peacekeeping operations?

LINKS:
http://www.cnn.com/2000/WORLD/africa/08/23/UN.peacekeep/
http://www.cnn.com/2000/US/09/07/millennium.summit.04/
http://www.un.org/millennium/summit.htm
http://www.un.org/peace/
http://www.un.org/Depts/dpko/dpko/home_bottom.htm
http://www.un.org/Depts/dpko/dpko/view.htm

Information Please: High-Tech Humanitarian

1. Why is the United Nations establishing relationships with large corporations? Why has the U.N. decided to join forces with Ericsson, the Swiss telecom company? How do aid recipients and the Ericsson corporation stand to benefit from the company's partnership with the U.N.? Why do some people oppose the emerging U.N.-business connection?

2. Refer students to the links below to learn more about the pros and cons of potential partnerships between the U.N. and private business. As a class, create a list of various humanitarian causes that are being addressed by the U.N. throughout the world. Then challenge groups of students to identify how large corporations might help the U.N. to address these humanitarian concerns. Have each group detail its ideas, and the potential benefits and drawbacks of each idea, in a letter to U.N. Secretary General Kofi Annan.

3. We learn in the video that more consumers, customers, and investors are "looking at companies and their profiles in terms of their social responsibility role." Why do you think this is so? Challenge students to consult online resources and local business owners to identify how companies are helping to address social concerns. Have students identify why the companies choose to support specific causes, and how they benefit financially and politically by supporting these social causes.

LINKS:
http://www.cnn.com/2000/US/07/27/un.compact/
http://www.ericsson.com/
http://www.wto.org/
http://www.un.org/

One World Habitat: Oceans

1. Why does Bob Ballard say that most of our world still remains unexplored? Do you tend to think of the oceans as places to explore? Why or why not? Why might it be important to learn more about the terrain and contents of three-quarters of the world?

2. According to the story, what are the two large-scale problems affecting the oceans? What do you think can be done to better regulate these problems? What do you think could happen if we leave these changes to the oceans unchecked?

3. In her book "Sea Change: A Message of the Oceans," Dr. Sylvia Earle says, "If the sea is sick, we'll feel it. If it dies, we die. Our future and the state of the oceans are one..." Write this quote on the board and spend a few minutes engaged in class discussion about its meaning. Then divide students into groups. Have each group use the "power" they have, as Dr. Earle mentions in the video, to make others aware of this message. Groups may choose to write poems or song lyrics, create posters, or design a website. Have groups display their work.

4. Ask your students to learn more about the field of oceanography and careers by reviewing the listed websites and other resources. Have each student prepare a report on a topic, such as a famous

oceanographer, a particular ocean issue of concern, new research, a marine career, or an ocean expedition. Have students present their findings.

LINKS:
http://www.gsreport.com/articles/art000127.html
http://www.rfa.qpg.com/
http://www.library.unsw.edu.au/~biomed/subject/Marine_Science/msrep.html

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EDITOR'S NOTE:
Kofi Annan
United Nations
peacekeeping
private sector
initiative
humanitarian
Lewis and Clark
ocean environment

NEWS CHRONICLE

Ebola Outbreak

1. What is Ebola? Where is it reported? What is its mortality rate? What symptoms occur in its victims? How does one contract Ebola? Is there a cure for this disease?

2. How has Uganda's government stepped in to help prevent the spread of Ebola? What advice is the government offering its citizens? What international agencies have arrived in Uganda to help? What is the role of the CDC (Centers for Disease Control) in Uganda? Why is this an important step?

3. What do we know about the deadly disease Ebola? Have students work in groups to conduct research on the disease. Direct each group to answer the following questions:
    - When and where was Ebola first discovered?
    - How does the disease spread?
    - How is Ebola diagnosed?
    - What are the symptoms of Ebola, and how does it progress?
    - What treatment exists for those who contract Ebola?
    - Why do a small percentage of people survive Ebola?

   Share group findings in class discussion. Based on what students have learned in their research and seen in the video, what challenges do they think authorities face as they try to fight the spread of this disease in Uganda?

LINKS:
http://www.cnn.com/2000/WORLD/africa/10/22/uganda.ebola.virus/index.html
http://www.cdc.gov/ncidod/dvrd/spb/mnpages/dispages/ebola.htm
http://www.cdc.gov/ncidod/dvrd/spb/mnpages/glossary.htm
http://www.healthlinkusa.com/101.html

EDITOR'S NOTE:
Ebola
Uganda
dehydration
communal
specimens
epidemic
World Health Organization

Centers for Disease Control

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CNN NEWSROOM Guide

October 24, 2000

The Electoral Process package scheduled to air today will air on November 7th.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 03:20...05:20
U.S. Secretary of State Madeleine Albright visits North Korea.

DAILY DESK ... 00:50...06:10

Health Desk ... 02:15...08:25
Efforts to eradicate polio continue.

WORLDVIEW ... 00:35...09:00

Communication Transformation: U.N. Letters ... 02:35...11:35
UN Secretary General Kofi Annan's popularity makes him the recipient of unusual requests.

UNICEF ... 01:00...12:35
Visit http://www.unicefusa.org to learn more about UNICEF and its programs.

Inside Asia ... 03:20...15:55
A former student activist keeps the West informed of China's human rights violations.

Information Please ... 03:40...19:35
The International Campaign to Ban Landmines releases its report.

Turner Website Information ... 00:45...20:20
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...20:45

Democracy in America ... 03:35...24:20
Several Senate races will likely go down to the wire.

Democracy in America ... 02:40...27:00
Technology helps the decided voter stay ahead of the curve.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: The Korea Question

1. Where is U.S. Secretary of State Madeleine Albright? Why is she in Pyongyang? What makes her visit historically significant? What kind of political system does North Korea have?

2. Why are North Korea's communist leaders now reaching out to other nations? What does Washington want from North Korea? Review the reason for the tension between North and South Korea. What recent events point to a thaw between the two countries?

3. How would you describe the meeting between Secretary Albright and North Korean leader Kim Jong Il? Why do you think aides downplayed any expectations of agreement before Secretary Albright's visit? What is the most sensitive issue that could be discussed at this meeting?

4. For how long has North Korea been diplomatically and economically isolated? What event led to limited contact with the U.S. in recent years? What historic visit could follow Secretary Albright's as early as next month?

5. Some South Korean leaders have expressed concern over Secretary Albright's visit to North Korea. Ask students why they think this is so. Assist students in conducting research to learn more about the conflict between North and South Korea, and relations between the two nations in recent years. Share student findings. Do students think the South Korean leaders have reason for concern? Discuss ways U.S. leaders could alleviate their fears.

LINKS:
http://www.cnn.com/2000/ASIANOW/east/10/23/albright.northkorea.02.ap/index.html
http://www.state.gov/
http://www.kcna.co.jp/
http://www.polisci.com/world/nation/KN.htm

EDITOR'S NOTE:
Madeleine Albright
Kim Jong Il
Pyongyang
moratorium
ballistic
diplomatic
DMZ
isolation

DAILY DESK

Health Desk: Polio Plan

1. What is polio? How is it contracted? How can it be prevented? What is the status of global polio eradication efforts? Why do you think it has been more difficult to eradicate polio in some parts of the world versus others? How much additional money is needed to wipe out polio worldwide? What is the new target date for its eradication?

2. Point out to students that in 1988, WHO, UNICEF,and Rotary International spearheaded the global initiative to eradicate polio. Direct students to the websites listed below to learn about the efforts of these organizations and about polio; the nature of the disease, its causes, history, and the story of the polio vaccination. Next, have pairs of students select a country where polio is still a problem,

such as Afghanistan, Angola, Bangladesh, Ethiopia, India, Nigeria, Pakistan, Somalia or Sudan. Instruct each pair to research the status of their country's effort to eradicate polio. Then, have each pair draft a letter to the leader of their country, explaining the importance of promoting systematic inoculations to eliminate polio.

3. Evidence of polio exists as far back as ancient Egypt, over 3,000 years ago. How has the disease impacted civilization? Have groups of students research the social impact of polio, especially in the U.S. in the 20th century. Students may also want to interview older family members to learn what life was like growing up under the fear of contracting polio. Have groups present their information. In class discussion, compare the polio epidemic during the earlier part of the 20th century to the AIDS epidemic of today. Generate a class discussion about the psychological effects, as well as the physical effects, of a serious disease. How is disease one of the forces that shapes history?

LINKS:
http://www.cnn.com/2000/HEALTH/09/27/polio.eradication/
http://128.59.173.136/PICO/Chapters/Links.html#Eradication
http://www.interpartners.org/polio/
http://www.britannica.com/bcom/eb/article/4/0,5716,62164+1,00.html

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EDITOR'S NOTE:
polio
eradicated
vaccine

WORLDVIEW

Communication Transformation: U.N. Letters

1. About how many letters and e-mails does the United Nations receive monthly? To whom are most of them addressed? Who is Kofi Annan? Why is he the key recipient of these letters? Why do people write to him? Who writes the most letters to Mr. Annan?

2. List some of the letter writers' reasonable requests. Describe some of the writers' unusual requests. When is there usually an increase in letters to Annan? Can the United Nations solve all the problems which are revealed in the letters? Why or why not?

3. Have each student think of an important or controversial issue he or she would like to see resolved. Then have each student investigate the issue and think of a possible solution. Students then should compose a letter to the Secretary-General and send it to Mr. Kofi Annan, Secretary-General, United Nations, New York, New York, 10017 with their (or the school's) return address on the envelope.

LINKS:
http://www.un.org/english/
http://www.un.org/Overview/SG/index.html
http://www.cnn.com/resources/newsmakers/world/africa/annan.html
http://www.time.com/time/magazine/articles/0,3266,53443,00.html

Inside Asia: Hong Kong Human Rights

1. Who is Frank Lu? What does he do? What did he formerly do? When did Lu flee China? What is Lu's reputation? In what city is Lu's office and home? Why?

2. How does Lu get his news? Who calls Lu? What does Lu do with the information he receives? Why

does he tell the Western news agencies about the news he receives?

3. Why does Lu think he is being harassed? Of what is he afraid? Why did the government give him permanent residency in Hong Kong? According to the story, what kind of freedom does Hong Kong have which is missing in China?
4. Why has Lu been especially busy? What is the Chinese government trying to do? Why does Lu think China is trying to do this? What human rights violations has Lu recently found?
5. Using one of the web links below and other resources, have students research human rights violations in various countries, including the U.S. Divide students into groups. Have each group investigate one country, and issue a report to the class about the country's human rights violations. After the presentations, initiate a class discussion about how one would verify the allegations of these violations, and how one would communicate the information to place pressure on offending parties.

LINKS:
http://www.89-64.com/english/intro.html
http://www.sightings.com/politics5/fu.htm
http://www.hrichina.org/

Information Please: Landmine Report

1. What are landmines? What does a recent report by the International Campaign to Ban Landmines reveal about their use? Which nations are the heaviest users of landmines? Where else are there problems with landmine use?
2. In contrast to these problems, what does the report reveal that shows reason for optimism? What percent of the world's nations have signed the 1997 treaty? What is the most powerful nation that has not signed it? Why hasn't this nation agreed to the ban?
3. What two events gave the International Campaign to Ban Landmines worldwide recognition, respect, and stature for its cause? What is the hope of the Campaign within the near future?
4. Using one of the resources below, have students explore the different kind of landmines and the kinds of injuries they cause. (Teachers, please note: Some of the websites below may contain graphic photographs of landmine injuries to individuals.) Then have students implement a petition drive or letter-writing campaign to discourage the use of landmines using the information they acquired, and send the petition or letters to the United Nations and the International Campaign to Ban Landmines.

LINKS:
http://www.icbl.org/
http://cyberfair.gsn.org/mine/index.htm
http://www.pitt.edu/~ginie/lm/
http://www.mines.gc.ca/english/index.html
http://www.icbl.org/lm/2000/
http://www.peaceday.org/ladydi.shtml

EDITOR'S NOTE:
Kofi Annan
human rights abuses
Falun Gong
Zhong Gong
landmine
ban

NEWS CHRONICLE

Democracy in America: U.S. Senate Overview

1. How many Senate races could go to either Democrats or Republicans? Of these, how many are currently within the polling margin of error? What does this mean?

2. How did the death of Missouri Governor Mel Carnahan impact Democrats' chances of taking control of the Senate? What are some of the races that are too close to call involving Republican incumbents and Democratic challengers? Who is running for the Senate in Virginia, and what party does each individual represent? In what states do the Democrats have better chances of winning?

3. What are the dominant issues in nearly all these Senate campaigns? What has Michigan's Spence Abraham done to turn a Democratic issue his way? Do you think this is a good political strategy? Why or why not?

4. Inform students that, right now, Republicans hold a 54-46 advantage in the U.S. Senate. Point out that 19 GOP seats and 15 Democratic seats are up for grabs this year. Why is a majority in the Senate, even a slim one, important to each party? Have students consult their texts and other resources to learn more about the powers and duties of the U.S. Senate, and share their findings. Discuss the Senate's role in the system of checks and balances, and the policy and legislative areas over which the Senate exerts control.

LINKS:
http://www.cnn.com/ELECTION/2000/resources/rothenberg/senate.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/topsenraces.html
http://www.cnn.com/2000/ALLPOLITICS/stories/10/23/ny.senate/index.html

Democracy in America: High-Tech Voting

1. How is technology enabling some voters to cast their ballots early? Where are touchscreen computers being used for voting? What do voters there think of this new method of voting? How does this electronic voting work? Are there any downsides? Explain. What happens to the data collected from the voters who use these computers?

2. What are the pros and cons of electronic voting? Have students work in groups to conduct research to learn more about high-tech voting and its political, social, and economic implications. Have each group present its findings. Should punchcards, paper ballots, and mechanical voting machines be replaced by touchscreen computer voting? Have each student write an opinion paper in response to this question.

LINKS:
http://newsnet5.com/election2000/stories/election2000-20000307-180115.html
http://www.wvgazette.com/news/Other+News/1999120914/
http://www.ccrc.wustl.edu/~lorracks/sensus/hotlist.html#risks

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EDITOR'S NOTE:
incumbent
polls
signature issue
U.S. Senate
touchscreen computers
municipality
initiatives
federal mandate

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CNN NEWSROOM Guide

October 25, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 02:20...04:20
AT&T will unveil a breakup plan designed to boost shareholder value.

DAILY DESK ... 00:35...04:55

Business Desk ... 02:35...07:30
Americans have a love/hate relationship with a product they seldom actually see.

Turner Website Information ... 00:45...08:15
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...08:40

Taking Care of Business ... 05:20...14:00
Young entrepreneurs meet in New York to talk business.

Sports Page: Athens and Beyond ... 03:50...17:50
Future Olympic sites are out to top "the greatest games ever."

Culture Watch: China's Olympic Bid ... 02:10...20:00
Beijing campaigns for the 2008 Olympics.

NEWS CHRONICLE ... 00:25...20:25

Special Series ... 06:45...27:10
Viruses and bacteria can be easily transmitted.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: AT&T Breakup?

1. What kind of business is AT&T? When and by whom was it created? What was the company's original purpose? Why did the U.S. government file an antitrust suit against the company in 1974? What is a monopoly? What was the result of the agreement reached by the government and AT&T?
2. What announcement will AT&T executives reportedly make today? What has happened to AT&T stock over the past year? What are some of the different services the company provides? How is a proposed breakup of the company into specialized units supposed to impact its stock value?
3. In order to understand this story, students have to understand some of the financial terms associated with it. Replay the video and have students note the terms with which they are not familiar, such as "bundling," "tracking stock," and "divest." Have students work in pairs to consult online and other resources for definitions of these terms. The second website below may offer some assistance. Challenge each pair of students to write an explanation of the AT&T breakup that most teenagers would be able to understand.
4. AT&T, like any other large corporation, is a business subject to consumer demand and other external forces. Divide your class into small groups. Challenge each group to conduct research to explain how advances in one of the following areas has affected AT&T:
    - long distance service,
    - wireless telephone service,
    - cable television service.

   After groups have offered their explanations, point out that improved technology does not always translate into profit for business. Can students think of any other examples of large corporations whose existence is threatened by improving technology?

LINKS:
http://cnnfn.cnn.com/2000/10/24/deals/att/
http://www.investorwords.com/
http://www.att.com/

EDITOR'S NOTE:
AT&T
Alexander Graham Bell
"Baby Bells"
divest
panacea
fickle
bundling
stockholder value

DAILY DESK

Business Desk: Psychology of Oil

1. What is "black gold"? Why do you think oil carries this label? Why is it somewhat ironic that we are so "in love" with oil? Who made America's largest fortune by controlling 90% of oil refining in the U.S.? Who controls much of the oil imported by the U.S. today?
2. How does the price of gasoline today compare to what it was when Model T's were first produced? In spite of this, why do you think prices at the pump upset drivers around the world today? How did European truck drivers and farmers recently react to high gas prices? How has oil become the "lifeblood" of modern living? To what extent do you think this impacts our perception of oil, even though it's something we seldom see?
3. At the end of the segment, we hear this statement: "Perhaps the psychology of oil is driven by our

dependency on it. It has become the lifeblood of modern living." Challenge your students to find examples of oil as the "lifeblood of modern living." Working in small groups, have students research and list products made from petroleum and services that are directly dependent on oil. Have each group share its list. Students sometimes express the view that what they hear in the news has no direct impact on their lives. Review the items on each group's list and generate a class discussion about how an increase in the price of oil and/or a decrease in supply would affect students in your class. Ask: Is our society too dependent on this "lifeblood"? If so, how might severely high prices or very short supply put students' way of life into "shock"? Discuss.

LINKS:
http://www.oilhistory.com/
http://www.pafko.com/history//h_energy.html
http://www.pafko.com/history//h_petro.html
http://www.bizjournals.com/seattle/stories/1999/03/01/focus6.html
http://www.globalchange.org/editall/2000spring1.htm

EDITOR'S NOTE:
black gold
Saddam Hussein
Kuwait
Model T
John D. Rockefeller
psychology of oil

WORLDVIEW

Taking Care of Business: U.N. Entrepreneurs

1. What is an entrepreneur? Why did entrepreneurs from more than one hundred countries recently meet in New York? What is networking? How was this summit "an exercise in networking"?

2. How has the perception among governments regarding entrepreneurialism changed? Why do you think that some governments that were once "suspicious" of entrepreneurialism now encourage it? How does entrepreneurialism promote economic growth? Cite some of the entrepreneurial success stories heard in the video in your answer.

3. Why is it important for entrepreneurs from developing countries to partner with those in the developed world? What is capital? Why do entrepreneurs need capital? How could an investment in entrepreneurship benefit others? Besides the financial rewards, what do some of the entrepreneurs get from their experience?

4. Ask students to define the term "entrepreneur" in class discussion. Next, lead a brainstorming session to generate a list of personal qualities that students think one must have to become a successful entrepreneur. Invite a local entrepreneur to address your class on how he/she came to own a business, and how some of these personal qualities are essential in achieving a profitable company.

5. How does the economic system in the U.S. create a climate conducive to entrepreneurship? Generate a class discussion about capitalism and the characteristics of a capitalist economic system. Have students work in groups to research capitalism and compare its major principles (i.e., private ownership of property, competition, profitability) to those of other economic systems. Share group findings. Many immigrants come to the U.S. and start their own businesses. What conditions promote the entrepreneurial spirit in the U.S., even among those who are new to the country? Is the entrepreneurial spirit a positive or negative thing for the economy and for the U.S. as a nation? What should governments do (or not do) to encourage the creation of more small businesses?

Discuss.

EXTENSION: Discuss the concept of "economic Darwinism," that is, "survival of the fittest," in business. Why does an entrepreneur have to be willing to take on risks? What can happen to an entrepreneur whose business fails? Is this a negative aspect of capitalism or an economic fact of life in this system?

LINKS:
http://www.ildglobal.org/
http://www.entrepreneurmag.com/
http://www.mbemag.com/

Sports Page: Athens and Beyond

1. What city recently hosted the Summer Olympics? Where will the 2004 Summer Olympics be held? Why are some concerned about the Athens games? How does Michael Knight, President of the Sydney Organizing Committee, respond to these concerns? What issues face Athens as it prepares for these games?

2. Which five nations are finalists in the contest for the 2008 Summer Olympics? Why is Toronto, Canada, considered the frontrunning city? What factor could work against the selection of Canada? Why does China believe its time has come to host the Olympics? What Chinese city is under consideration? What major issue could prevent its selection?

3. Which city do your students think should be the site of the 2008 Olympics? Have students conduct research to determine which five cities are finalists to host the 2008 Games. Divide the class into five groups, each representing one of these cities. Then have each group conduct research to learn more about its chosen city, including possible venue sites, transportation, housing for athletes and visitors, crime and security, climate, and international appeal. Have each group give a formal presentation to the rest of the class. Which city do students think is most likely to be selected? Why?

LINKS:
http://www.athens.olympic.org/en/
http://www.olympic.org/
http://www.fhw.org/projects/olympics/
http://www.olympiaka.com/history/summer/1896Athens/index.asp

Culture Watch: China's Olympic Bid

1. What cause has united millions of Chinese citizens? When was the city of Beijing last in the running to host the Olympics? Which city won that year? How is the city of Beijing preparing for a possible influx of international visitors? How is China's "in-crowd" riding the Olympic wave?

2. The primary objection some have to China's hosting the Olympics is the country's human rights record. Challenge your students to conduct research to learn more about this issue and share their findings in class discussion. Supporters of China's bid say that the Olympics should not be influenced by political considerations. Do your students agree or disagree? Why? Discuss.

LINKS:
http://www.beijing-olympic.org.cn/
http://www.beijing-olympic.org.cn/eindex.shtm
http://yn.la.ca.us/olympic/student.china.html

EDITOR'S NOTE:
entrepreneur

networking
private enterprise
venture capitalist
Athens
Olympics
human rights
Beijing

NEWS CHRONICLE

Special Series: Virus Encounters: Part 1

1. Why has the number of meningitis cases increased since 1990? What is believed to be the first illness scientists identified? In what year was it discovered? Which major disease spread throughout the European continent in the 1300s? What measures have scientists developed to fight infectious diseases? What is the only infection that scientists have been able to eliminate? What percentage of Africans have died as a result of HIV?

2. What lifestyle factors do you think increase the risk of transmission of infectious diseases? What external factors (temperature, rainfall, etc.) are involved? Why do you think people's increased mobility has made it difficult to combat the spread of infectious diseases?

3. While a vaccine for HIV has not yet been developed, treatments for the condition (AIDS) that it causes have been developed. While these treatments have been somewhat successful in improving the quality, and often the length, of lives of AIDS patients, they are very expensive. Working in small groups, have your students research current treatments for AIDS. Then bring the groups together to discuss the role they think the United States government should play in providing treatment for its citizens with AIDS. Expand the discussion to include any possible role your students think that the U.S. government should play in providing treatment to citizens of Africa, and other areas that have been hit hard by HIV and AIDS.

   Teachers: For more information and an extended educational guide on VIRUS ENCOUNTERS, please go to the last website below.

LINKS:
http://www.who.int
http://www.cdc.gov/ncidod/diseases/index.htm
http://www.avert.org/statindx.htm
http://www.bocklabs.wisc.edu/outbreak.html
http://turnerlearning.com/newsroom/ss_virus0900_gde.html

EDITOR'S NOTE:
meningitis
bubonic plague
antibiotics
immunizations

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CNN NEWSROOM Guide

October 26, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 04:00...06:00
-One expert predicts an especially severe flu season.
-The primary weapon in the fight against the flu is in short supply.

DAILY DESK ... 00:30...06:30

Science Desk ... 01:30...08:00
Are bioengineered foods well-regulated and safe?

WORLDVIEW ... 00:20...08:20

Around the World ... 03:20...11:40
Canada hosts the Conference on Child Warfare.

Inside Asia ... 00:50...12:30
Young people stage a play to draw attention to the plight of the child soldier.

Information Please ... 03:15...15:45
A mock refugee camp gives visitors an idea of what it's like to be torn from home.

Culture Watch: Cameroon Expatriates ... 04:00...19:45
Cameroonian-Americans combine African culture with the American experience.

NEWS CHRONICLE ... 00:25...20:10

Special Series ... 07:00...27:10
What is an infectious disease?

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Virus Encounters: Influenza

1. What is influenza? What three types of influenza exist, and which are the most severe? What are the symptoms of the flu? What is the current status of the flu vaccine? Why is the vaccine in short supply?

2. When did the "Spanish flu" epidemic result in millions of deaths? What do some scientists believe was the origin of that outbreak? If this is accurate, what does it indicate about the flu's ability to spread? Is anyone immune from the flu?

3. What is one expert predicting about this year's flu season in the U.S.? When does the flu season generally peak in the U.S.? What does Dr. Mostow predict will be the peak of this year's outbreak? Why does he believe this? How many people does he think will die from influenza this year? How does this compare to the number of flu deaths in an average flu year? Why does Dr. Mostow consider this flu season a "warm-up"? What is a pandemic?

4. According to the U.S. Surgeon General, who should be the first to receive the flu vaccine? Why should healthy people wait to get the vaccine? When should the vaccine be available to everyone? What other immunization does Dr. Satcher recommend for the elderly, the very young, and the chronically ill? Why?

5. Can you think of any measures that would help prevent you from getting the flu? Explain. What factors do you think might make a person more likely to contract influenza? How might one minimize the risks?

6. If the vaccine is not available to a person and he/she gets the flu, what's the best course of treatment? Ask a medical professional to address the class on the flu's symptoms and prescribed treatments. Ask the speaker to also talk to the class about diseases that mimic the flu's symptoms but may be more serious, such as meningitis. When should an individual contact the doctor? Have students use what they have learned, combined with information gathered from additional resources, to create an informative brochure on getting through this year's cold and flu season.

7. How do vaccinations work? Inform your students that in China, 100 years before Edward Jenner developed the smallpox vaccine, people took pills made from the fleas of cows to prevent smallpox. This was the earliest form of oral vaccination. Students might also be interested to know that Edward Jenner noticed that women who worked milking cows appeared to develop immunity to smallpox through their contact with the cows, hence the term "vaccination" from the Latin word for cow, "vacca."

   Encourage your students to come up with their own questions about vaccinations and how they work. Help satisfy their curiosity by having students research vaccinations and their effectiveness. Students will want to learn more about immunizations they have received for diseases, including the flu, measles, mumps, chicken pox, and some strains of hepatitis. Share student findings and discuss what characteristics of these diseases make them good candidates for prevention by vaccination. Likewise, why do students think there are some diseases for which there are currently no immunizations?

LINKS:
http://www.nursingworld.org/news/ananews.htm#vaccine
http://www.myhealthylife.com/myhealthylife/tips/Sep00Tip1.asp
http://my.webmd.com/special_event_article/article/3622.101

EDITOR'S NOTE:
influenza
vaccine

respiratory
epidemics
outbreak
portends
pandemic
chronic

DAILY DESK

Science Desk: Bioengineered Food

1. What is bioengineered food? What are the benefits and drawbacks of bioengineered food? What recent incident prompted concern about the safety of bioengineered food? How is bioengineered food regulated? How do Senator Barbara Boxer's and the FDA's positions on the regulation of bioengineered food differ? Why is the bioengineered food industry opposed to mandatory labeling? What is your opinion on this issue?

2. What level of FDA regulation do you think is necessary to insure consumer safety in regards to bioengineered foods? In your opinion, do the benefits of bioengineered food outweigh its possible risks? Do you think the bioenginered food industry's new ad campaign will be effective? Explain.

3. What foods are subject to mandatory labeling? What type of information is listed on mandatory food labels? Why is this information important for consumers? Do you pay attention to food labels? Why or why not? Have food labels ever influenced your decision to purchase a food product? If so, explain.

4. Remind students that the bioengineered food industry has resisted mandatory labeling because it believes it sends a negative message to consumers, and would decrease sales. Have your students conduct a survey to determine whether the industry's assertions are accurate. Direct each student to pose the following two questions to ten people:
    - Would knowing that a food product was bioengineered affect your decision to purchase that product?
    - Do you think bioengineered foods should be labeled?

    Have students tabulate the responses. After students discuss the results, have them consider whether they think the results are representative of general U.S. consumer opinion.

LINKS:
http://www.fda.gov/search.html
http://www.fda.gov/fdac/features/2000/100_bio.html
http://www.asmusa.org/pasrc/bioengineeredfoods.htm
http://www.junkscience.com/oct99/stecklow.htm

EDITOR'S NOTE:
bioengineered
FDA
recall
regulation

WORLDVIEW

Around the World: Canada War Children

1. What is the Convention on the Rights of the Child? In the past decade, how many children have

been killed in armed conflicts? Why do some armies use children as soldiers? What was the aim of the Conference on Child Warfare recently held in Canada?

2. Whose groundbreaking reports helped the U.N. draw attention to what conflicts do to children? What controversy has surfaced surrounding the conference? Why do some young delegates think the conference will have little effect back home? Do you think a summit like this one can be effective in reducing the number of child soldiers? Explain.

3. In war-torn countries, children are increasingly the victims of violence. Read this statistic from UNICEF to your students: "In the wars of the 18th, 19th and early 20th centuries, only about half the victims were civilians. In the later decades of this century, the proportion of civilian victims has been rising steadily: In World War II it was two-thirds, and by the end of the 1980s it was almost 90 percent." What is behind this dismal data? Have students work in groups to research the reasons why civilians now account for 90% of war's victims. Discuss how modern warfare, including technology and guerrilla warfare, has changed the rules of engagement. In class discussion, ask students to propose their ideas for reversing this trend.

LINKS:
http://www.unicef.org/sowc96/1cinwar.htm
http://www.childreninwar.com/
http://www.newday.com/guides/mango/16psychosocial.html

Information Please: Refugee Exhibit

1. Where is the refugee camp seen in the video actually located? Who has created the exhibit? What is its purpose? Globally, how many people are estimated to be refugees?

2. What can visitors learn from this exhibit? What life experiences occur in real refugee camps? Why do you think that Doctors Without Borders asks people who were once displaced to take part in the exhibit?

3. What is a refugee? According to the 1951 Convention Relating to the Status of Refugees and the United Nations High Commission for Refugees,

   "A refugee is a person who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.'"

   Read this definition to students. Divide the class into small groups. Direct them to conduct research to discover regions of the world with high concentrations of refugees. Then have each group choose one region and prepare an in-depth analysis of the factors that have led to the displacement of people there. Have each group present its analysis, and explain what is being done to address the refugee issue in that specific region.

LINKS:
http://www.unhcr.ch/welcome.htm
http://www.unhcr.ch/un&ref/who/whois.htm
http://www.naplesnews.com/special/kosovo/a77112p.htm

Culture Watch: Cameroon Expatriates

1. Locate the nation of Cameroon on a world map. Why did 2000 Cameroonian-Americans recently gather in Atlanta? What do they do to try to help friends and family back home? How do they try to preserve their African roots in their new homeland? How does Professor Elonge use his teaching to link black Americans with their African roots? How does he instill the values of Cameroon at home?

2. Most students know very little about Cameroon. Divide the class into groups, and send them on an Internet "scavenger hunt" to learn more about this country, focusing on its geography, history, and culture. Share student findings in class discussion. If a student from Cameroon were to enroll in your class, what aspects of American culture would your students like to share? What do they think they could learn from this student? Discuss.

LINKS:
http://www.arts.uwa.edu.au/AFLIT/CountryCameroonEN.html
http://www.uiowa.edu/~africart/toc/people/Mambila.html
http://search.britannica.com/search?noredir&query=cameroon

EDITOR'S NOTE:
Conference on Child Warfare
militias
Nepal
coalition
refugee camp
civil war
Cameroon
expatriate

NEWS CHRONICLE

Special Series: Virus Encounters: Part 2

1. What are some of the ways that infectious diseases can be spread? Which two types of germs cause the most infections? What are some of the diseases that are caused by viruses? By bacteria? What can be done to treat a bacterial infection? Why is it important not to kill ALL of the bacteria in our bodies?

2. Although infectious diseases are the third leading cause of death in North America, it remains the number one killer throughout the rest of the world. Why do you think there is such a significant difference in these statistics? What do you think can be done outside of North America to decrease the number of deaths caused by infectious diseases? What roles might politics, education, and economics play in a country's effort to conquer infectious disease?

3. Working individually or in small groups, have students conduct library research in one of the following areas:
   - Beneficial bacteria
   - The history of the polio vaccine's development
   - How viruses and bacteria are alike and different
   - Recent incidents of food-borne bacterial illnesses
   - Proper methods for storing and cooking foods to prevent bacterial growth.

   Have students present their research as either oral reports or slideshows. Follow each presentation with a brief question and answer period to allow for increased clarity and understanding of the content.

   Teachers: For more information and an extended educational guide on VIRUS ENCOUNTERS, please go to the last website below.

LINKS:
http://www.cdc.gov
http://www.cdc.gov/ncidod/index.htm

http://pharminfo.com
http://wwsw.hhmi.org
http://turnerlearning.com/newsroom/ss_virus0900_gde.html

EDITOR'S NOTE:
virus
infectious disease
World Health Organization
bacteria
antibiotics
microbes
pathogens
E.coli

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CNN NEWSROOM Guide

October 27, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:30...01:40

Top Story ... 03:30...05:10
The Pentagon reviews U.S. warship security procedures.

DAILY DESK ... 00:25...05:35

Editor's Desk ... 02:55...08:30
Computer experts aim to bridge the Digital Divide.

WORLDVIEW ... 00:35...09:05

Around the World ... 03:00...12:05
The U.N. says that women bear a disproportionate amount of life's woes.

Taking Care of Business ... 03:00...15:05
Titans from the corporate world enter into a partnership with the U.N.

Culture Watch: Feng Shui ... 02:55...18:00
Positive energy is the aim of the ancient art of Feng Shui.

NEWS CHRONICLE ... 00:25...18:25

Space is the Place: Mars Exploration ... 02:40...21:05
NASA unveils a new Mars exploration plan.

Turner Website Information ... 00:45...21:50
Information on the CNN NEWSROOM Daily Classroom Guide

Special Series ... 05:50...27:40
What are the best ways to prevent and treat infectious diseses?

CNN NEWSROOM CLOSE ... 00:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: USS Cole

1. What happened to the USS Cole when it was docked in Yemen? How many sailors were killed or wounded in the attack? What are investigators doing to try to learn who was responsible? What is the role of the FBI? What do investigators believe happened?

2. Why are small bosts, such as water taxies and ferries, a safty concern for U.S. warships? Why did Pentagon leaders discuss security measures with U.S. military commanders around the world? What, if anything, might be gained through this dialog?

3. If the U.S. can identify those ultimately responsible for the attack on the USS Cole, what course of action should it take? Are there any possible negative consequences to this course of action? Explain.

4. What is the aim of terrorism? Direct students to the websites below to learn about recent terrorist attacks that have occurred against the U.S. domestically and overseas. Divide your class into small groups. Have each group prepare a presentation about one of the incidents; why it occurred, its impact, and what authorities learned from the tragedy. After the presentations, ask: Does the threat of terrorism for the United States lie mostly within or outside of its borders? Do you think the incidence of terrorism against the U.S. will increase or decrease in the years to come? Explain.

LINKS:
http://www.cnn.com/2000/US/10/26/uss.cole.01/index.html
http://usinfo.state.gov/topical/pol/terror/
http://www.defenselink.mil/
http://www.state.gov/
http://www.terrorism.com/index.shtml
http://www.terrorism.net/
http://www.terrorism.com/terrorism/links.html
http://www.cnn.com/interactive/us/0010/usvterror.ap/frameset.exclude.html

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EDITOR'S NOTE:
intelligence warning
Pentagon
combatant
invincible
FBI

DAILY DESK

Editor's Desk: Geekcorp.org

1. What is "Geekcorp.org"? Where is the organization based? What is its mission? What is the Peace Corps? Why is Geekcorp.org compared to the Peace Corps? Do you think this is a valid comparison? Why or why not?

2. Where will Geekcorp.org undertake its first mission? Who is going to Ghana? How do the volunteers feel about their mission? Some call Geekcorp.org "a new form of philanthropy in the Digital Age." What does this mean? How might the technical personnel in Geekcorp.org be seen as "philanthropists"? What is the eventual goal of Geekcorp.org? How might such a database promote a bridging of the Digital Divide worldwide?

3. How is Geekcorp.org the Information Age's answer to the Peace Corps? Divide students into

groups, and have each research the Peace Corps to learn more about its origin, mission, and accomplishments. Share group findings. Discuss how the Peace Corps has bridged economic and social gaps around the world. Ask students: What might Geekcorp.org volunteers learn from the Peace Corps experience? What should they do differently? How is Geekcorp.org the next step in achieving the goal of modern sustainable development for all nations?

LINKS:
http://www.peacecorps.gov/home.html
http://www.digitaldividenetwork.org/savishinsky.adp
http://www.giic.org/

EDITOR'S NOTE:
philanthropy
Digital Age
global community
e-commerce

WORLDVIEW

Around the World: U.N. Gender Equality

1. What has the United Nations revealed about the state of gender equality around the world? How does gender inequality impact nations, both in human and economic terms?

2. What has become of many nations' pledges to spend more money to improve the quality of life for women? Why do you think many nations have abandoned their pledges? According to the U.N., what factors reinforce gender inequality?

3. The United Nations website states that, "Women's rights are human rights." What do you think this means? To what extent do you think gender inequality affects the welfare of all human beings?

4. Direct students to the websites below and other resources to learn more about gender inequality around the world, and what is being done to improve the quality of life for women. (Please note: The websites below, as well as some other websites in this area, may contain material on topics you may wish to prescreen to determine whether it is appropriate for your students.) Have students share their findings in class discussion. To what extent can the international community enforce global declarations on the rights of women? What do students suggest be done to counter powerful cultural forces that steer national policies and practices to the contrary? Discuss.

LINKS:
http://www.unfpa.org/swp/swpmain.htm
http://www.unfpa.org/swp/2000/english/ch06.html
http://www.dol.gov/dol/wb/

Taking Care of Business: U.N. Global Pact

1. Why did Secretary General Kofi Annan recently welcome dozens of corporate executives to the United Nations? What are some of the companies that were represented? What is the U.N.'s Global Compact? What promises have the corporations in partnership with the U.N.made? How will their ability to keep these promises be monitored?

2. What recent events prompted the secretary general to act on the corporate front? Why are some critical of his approach? What is globalization? Why do you think the secretary general has chosen

to "engage" this corporate trend, rather than ignore it?

3. In his defense of the Global Compact, Kofi Annan has said, "...Let's choose to unite the powers of markets with the authority of universal ideals." Read this quote to students, then direct them to the second website below to read the Nine Principles of the Compact. How do the principles illustrate the "universal ideals" to which Mr. Annan is referring? Challenge each student to write an essay in which he/she explains how the "powers of markets" can unite with these principles to improve the human condition.

LINKS:
http://www.unglobalcompact.org/
http://www.unglobalcompact.org/gc/UNWeb.nsf/content/thenine.htm
http://www.un.org/partners/business/fact.htm
http://www.igc.apc.org/globalpolicy/reform/indxbiz.htm

Culture Watch: Feng Shui

1. What is Feng Shui? In what culture did this ancient art originate? What is "chi"? What are some environmental arrangements that, according to Feng Shui, determine one's luck?

2. Who are some celebrities who believe in Feng Shui? What request did the tea emporium make of its customers in an effort to improve its Feng Shui? How did the customers respond? Do you think that Feng Shui is credible? Why or why not?

LINKS:
http://www.wofs.com/
http://www.artoffengshuiinc.com/?source=goto

EDITOR'S NOTE:
titans
globalization
chi
Feng Shui
gender inequality

NEWS CHRONICLE

Space is the Place: Mars Exploration

1. How does NASA's new Mars exploration plan differ from its previous Mars programs? What prompted NASA to develop its new Mars program? Why do you think NASA's mission to return samples of Mars back to earth has been delayed six years? Why is this decision significant?

2. Refer students to the websites below to learn more about the history of Mars exploration, including NASA's discoveries and setbacks. After students share their findings, inform them that NASA envisions using "bold new technologies to ensure the success of its ambitious plans, (which) are expected to cost at least $450 million annually for the next five years." Is this knowledge about Mars worth the billions of dollars invested? After a brief discussion, challenge each student to assume the role of a member of the U.S. House of Representatives. Tell students that a bill has just been introduced to increase funding for NASA's Mars exploration program. Do they, as congressional representatives, support or oppose this bill? Have each student write and deliver a brief position speech "on the floor of the House," stating his/her rationale.

LINKS:
http://www.cnn.com/2000/TECH/space/10/26/mars.announce.02/index.html
http://www.cnn.com/TECH/specials/mars/

http://mars.jpl.nasa.gov/msp98/

Special Series: Virus Encounters: Part 3

1. How many Americans die each year from complications of the flu? How many people have been infected with the AIDS virus worldwide? To what temperature should hamburgers be cooked to kill any bacteria? What is the proper way to defrost hamburger meat?

2. How many Americans experience some form of foodborne illness each year? What measures do you think restaurants should take to prevent foodborne illnesses? Have students assume that they are inspectors with the Department of Health, and that a part of their responsibility is to inspect restaurants for cleanliness and safe food-handling practices. Ask students: How would you expect to find the following items stored: canned goods, bagged goods (like sugar and flour), fresh vegetables and meats? How would you expect to find cooked foods stored? If the restaurant had a buffet or serving line, what conditions would you expect to find there?

3. Point out to students that because of electronic media, such as the Internet, more information is available now then ever before. Refer students to online resources and their school nurse to research the following questions: Do you think having increased access to medical information has impacted, or will impact, the classic doctor-patient relationship? Explain. In this new era of information, what role do you think a patient should have in his/her treatment? Does the fact that people pay doctors for their services mean that consumers should be able to determine what those services will be? Explain.

4. Conduct an infectious diseases study with your class. Have students keep daily journals of the viral and bacterial infections that they experience over the course of three months. For each illness, have students identify: the type of infection, possible causes, severity of symptoms, and its duration. At the end of three months, have students compile their research and create a chart that depicts their information. As students compare their experiences, ask:
    - Which types of infections occurred the most?
    - Are there any commonalities among the students who were sick most often? Least often?
    - Is there a central "oasis" for any of the infections to which most of those infected can be traced?
    - Do other factors, such as number of siblings or amount of sleep, play a role in the frequency of infection?
    - Is there a correlation between the amount of exercise a student gets and the frequency of infection?

    Discuss the answers to these questions and what modifications, if any, students indicate they are going to make as a result of analyzing this data.

    Teachers: *For more information and an extended educational guide on VIRUS ENCOUNTERS, please go to the last website below.*

LINKS:
http://www.mayohealth.org/mayo/9812/htm/cold/index.html
http://www.med.usf.edu/FAMILY/Health_Education_Projects/cold-htran.htm
http://www.commoncold.org/
http://www.epa.gov/iaq/pubs/sbs.html
http://turnerlearning.com/newsroom/ss_virus0900_gde.html

EDITOR'S NOTE:
robotic lander
smart lander
collision avoidance system

prevention
immunization
antibiotic
virus
bacteria

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

October 30, 2000

Teachers: Due to technical problems, today's program is not closed-captioned.
Looking for ways to integrate current events into your curriculum? Log on to CNNfyi.com!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40...02:15

Top Story ... 06:00...08:15
Prescription drug coverage is an important issue for U.S. presidential candidates.

DAILY DESK ... 00:35...08:50

Environment Desk ... 03:00...11:50
John Beal has worked tirelessly to save Seattle's waterways.

WORLDVIEW ... 00:35...12:25

Culture Watch: Los Islenos ... 05:50...18:15
Canary Island descendants try to preserve their culture.

Taking Care of Business ... 02:30...20:45
Russian small towns lose electricity.

Communication Transformation: Russia No TV ... 02:45...23:30
Fire destroys Moscow's main television tower.

NEWS CHRONICLE ... 00:30...24:00

Space is the Place: Expedition One ... 03:30...27:30
The first residents of the International Space Station prepare to depart.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. When is the U.S. presidental election taking place? According to recent polls, which candidate is in the lead? What are Vice President Al Gore and Governor George W. Bush doing to sway undecided

voters? Which U.S. states will the candidates be visiting? Why do you think they have chosen to visit these specific states?

2. What is Medicare? Why are HMOs and insurance companies in rural areas of the U.S. terminating their perscription drug coverages? Approximately how many American seniors are slated to lose their perscription drug coverage on January 1, 2001? How might this dilemma impact seniors and their families? How are uninsured seniors in Hayden, Arizona dealing with this problem? Why do you think prescription drugs cost less in Mexico than in the U.S.?

3. Is prescription drug coverage a bipartisan issue? Refer small groups of students to multimedia resources, including the websites below, to prepare presentations about Al Gore's and George W. Bush's health care plans and their positions on prescription drug coverage. Instruct students to identify which segments of the population would benefit from the proposed plans. As each group presents its information, create a chart that compares the presidential candidates' proposals. Next, poll your students to find out which proposals they support and why. Ask students: Who do you think should receive government assistance for prescription drugs and why? How do the candidates' health care plans reflect their parties' positions on the role of government in U.S. citizens' lives? Do you think this issue will impact the outcome of the U.S. presidental race? Why or why not?

LINKS:
http://www.cnn.com/SPECIALS/2000/democracy/doctors.under.the.knife/bush.gore/index.html
http://www.algore2000.com/
http://www.georgewbush.com/
http://www.cnn.com/ELECTION/2000/
http://www.cnn.com/ALLPOLITICS/resources/1999/medicare/
http://www.usmcoc.org/index.html

EDITOR'S NOTE:
supplementary
pensioners
HMO
prescription drugs
battleground states

DAILY DESK

Environment Desk: A Man and His Creek

1. Why did gnats, chiggers and birds disappear from ecosystems surrounding Seattle's waterways? What has John Beal been working on for the last 2 years? How successful have his efforts been? Which organizations have offered to help his cleanup effort? What other efforts are taking place to clean and repair Seattle's waterways?

2. What inspired John to devote his life to cleaning up these waterways? Do you think John's medical prognosis affected his decision? Would you consider John to be a hero? Explain. In what ways does John's fight for survival mirror his fight to save the waterways' ecosystem?

3. There has been a resurgence of interest in the environment over the last three decades that many people call the "environmentalist movement." One of the environmentalist movement's key strategies for increasing awareness of ecological causes is to evoke the public's emotions. Examples of this are the television commercials showing a single tear running down a Native American warrior's face or a golf course built on what was once a landfill. Working in small groups, have your students assume the role of green movement activists. Have members of each group discuss how they could use John Beal's inspirational story to encourage others to be more environmentally conscious. Have each group present its ideas to the class. Then, have the students select one idea from the discussion to actualize as a class project.

LINKS:
http://www.hcn.org/servlets/hcn.URLRemapper/1994/apr18/dir/wr4.html
http://www.selectsurf.com/politics/parties/greens/
http://www.goldmanprize.org/
http://earthisland.org/brower/about.html

EDITOR'S NOTE:
pollutants
ecosystems
Army Corps of Engineers

WORLDVIEW

Culture Watch: Los Islenos

1. Where are the Canary Islands located? Who are the "Islenos"? When did Canary Islanders settle in Louisiana? What are the members of the Canary Island Association doing to preserve and promote their culture? Why? What is "decimas"?

2. Why do you think most of the Islenos children do not speak Old Spanish? In the video, a proponent of preserving Old Spanish states that "when you kill that (your native language), you've killed your culture and your heritage." What is the meaning of this statement? Do you agree? Why or why not? Give an example to support your opinion.

3. What is a "cultural heritage"? Have each student consult family members and multimedia resources to research his/her cultural heritage. To what extent have aspects of students' cultural heritage become diluted over time? Why? What elements of the students' cultural heritage have been preserved? Instruct your students to prepare multimedia presentations of their findings. If possible, have them demonstrate examples of how their cultural heritage has been preserved through music, art, stories, language or rituals.

LINKS:
http://www.sec.state.la.us/archives/canary/canary-98-1.htm
http://webold.idec.net/Gran_Canaria//index_i.html
http://www.state.la.us/prod2/ed_students.htm

Taking Care of Business: Russia Lights Off

1. Why has Russia's National Electric Company shut off electricity in small towns throughout the country? How is the loss of electricity affecting local citizens? Why does electricity cost money? Do you agree with the National Electric Company's decision to turn off services? Why or why not? What, if anything, should the Russian government do to address this issue?

2. Do you ever think about power failures? Scan your surroundings and list the ways you are dependent upon electricity. How would your life change if your community were to lose electric power for a week?

3. What are the sources of electricity? Electricity is produced using the following fuel sources: coal, nuclear energy, natural gas, petroleum, and renewable resources. Renewable resources include hydropower, geothermal power, biomass fuel, wind power, and solar power. Point out to students that because of environmental, economic and political issues, the energy industry is working on developing renewable energies. Group students. Refer groups to the links below to learn more

about the issues confronting the energy industry. Then, have each group prepare a presentation about the environmental and economic pros and cons of either a fossil fuel or a renewable energy source. After students compare and contrast their findings, ask: Which energy source do you think is the best and why?

LINKS:
http://doityourself.com/electric/blackout.htm
http://www.eren.doe.gov/
http://www.eia.doe.gov/fuelelectric.html
http://www.eia.doe.gov/cneaf/electricity/chg_str/booklet/electbooklet.html
http://www.altenergy.org/

Communication Transformation: Russia No TV

1. What happened to Moscow's main television tower last August? How many people were without television? How were people affected by the loss of TV?

2. How much TV do you watch a day? What are your favorite shows? When you're not watching television, how do you spend your free time? What do you think it would be like to not have television? Challenge your students to not watch any television for one week, and to keep a daily journal of their experiences. Instruct students to note the times during the day that they missed watching television, what shows they missed the most, and how they spent their free time. At the end of the week, have students review their journals and write summaries of their experiences. Ask them to note what they learned about themselves as a result of this exercise. Have students share their experiences in a class discussion.

3. Have students interview adults over the age of 40 to learn how television has impacted civilization during the last 50 years. Direct students to ask their subjects how their lifestyles and communities changed as a result of television, and their opinions about how television has impacted the global community. After students have shared their findings, ask: Do you think civilization would be better off without TV? Why or why not?

LINKS:
http://www.cnn.com/2000/WORLD/europe/08/27/moscow.fire/
http://www.looksmart.com/eus1/eus52213/eus73353/eus226219/r?l&
http://www.aapca1.org/aapca1/tv.html
http://www.limitv.org/

EDITOR'S NOTE:
decimas
canarios
Canary Islands
Russia
electricity
television

NEWS CHRONICLE

Space is the Place: Expedition One

1. What is the International Space Station (ISS)? How many nations are involved in the ISS? How much does the ISS cost? Do you think the potential benefits of the ISS justify its cost? Explain.

2. What is the goal of Expedition One? What is the name of the space craft? Who are the Expedition One crew members? Why is this space expedition historic? What preparation rituals did the Expedition One crew carryout? Do you think these rituals are important? Explain.

3. Students can keep track of the ISS's whereabouts by consulting the last website below. Have students go to the website and explain the precise location of the ISS above the earth. Discuss what students think the astronauts are seeing from their unique vantage point.

4. Point out to students that the U.S. and Russian space programs have come a long way since the days of the space race during the Cold War. Group students. Have each group choose one decade since the launch of Sputnik in 1957 and conduct research to prepare a side-by-side comparison of the U.S. and Russian space programs during that decade, complete with dates and event descriptions. Have each group, in chronological order, present its dates and events. What political and economic events have impacted both space programs and the outcome of the space race?

   EXTENSION: As a class, discuss what the Sputnik launch meant to each of the Superpowers of that time. Then, direct each student to write a newspaper article reporting about the Expedition One launch from either the American or the Russian perspective. Have students read their articles and discuss the similarities and differences between the U.S. and Russian views.

LINKS:
http://www.cnn.com/2000/TECH/space/10/27/iss.crew.preview/index.html
http://www.nasa.gov/
http://www.boeing.com/defense-space/space/spacestation/
http://www.thespaceplace.com/index.html
http://discovery.com/area/unofficialspace/space.html
http://liftoff.msfc.nasa.gov/rsa/rsa.html
http://38.201.67.72/realdata/tracking/index.html

EDITOR'S NOTE:
Soyuz rocket
cosmonaut
Kazakhstan
International Space Station
hangar

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CNN NEWSROOM Guide

October 31, 2000

Chat with educators from around the world and swap teaching ideas ... log on to CNNfyi.com!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:35...01:45

Top Story ... 05:15...07:00
-U.S. presidential candidates' views on gun control differ.
-Gun control could be a key factor for Pennsylvanian voters.

DAILY DESK ... 00:30...07:30

Health Desk ... 02:20...09:50
CDC researchers say taking the stairs promotes cardiovascular health.

WORLDVIEW ... 00:35...10:25

Culture Watch: Lancashire, England ... 07:20...17:45
Lancashire, England has a rich history.

Wild Kingdom ... 05:40...23:25
Bats are important to the ecosystem.

NEWS CHRONICLE ... 00:30...23:55

Space is the Place: Crew Training ... 03:35...27:30
The Expedition One crew train for their mission.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. When is the U.S. presidential election taking place? According to recent polls, which candidate is in the lead? What are Vice President Al Gore and Governor George W. Bush doing to sway undecided voters? Which U.S. states are the candidates visiting during the final days before the election? Why do you think they have chosen to visit these specific states?

2. How do Al Gore's and George W. Bush's gun control plans differ? What is the Second Amendment? Do you think either of the candidates' proposed gun control plans violate the Second Amendment? Explain.

3. Why do you think the candidates referenced the Columbine High School shooting in their statements about gun control? Review the video and write the candidates' statements about the Columbine High School shooting on the board. Then, have students write essays that explain how these quotes support the candidates' positions on gun control. After students share their essays, ask: What is your opinion of gun control? Do you think introducing new laws will decrease the incidence of gun-related violence? Why or why not? If so, which candidate do you think has the best gun control plan? Why? Do you think this issue will impact the outcome of the U.S. presidential race? Explain.

4. Direct students to the sixth website below to learn about the history of the National Rifle Association (NRA) and the gun control issue. Then ask students: What is the NRA? Why is the NRA supporting George W. Bush? Do you think the NRA's Pennsylvanian ad campaign will be effective? Explain. In your opinion, is the NRA still the powerhouse it once was, or has its role in presidential politics been diminished? Explain.

5. What is a "special interest group"? How might special interest groups impact the outcome of the presidential race in Pennsylvania? Refer students to online resources, including the last link below, to research the issues that are important to Pennsylvanian voters, such as gun control and education vouchers. Next, have students identify special interest groups in Pennsylvania and their positions on these issues. Direct students to determine which presidential candidate these interest groups support and why. Then, have students consider the extent to which these interest groups might impact the outcome of the presidential race in Pennsylvania. After the class discussion, ask students to compare the key issues in Pennsylvania to the key issues in their state.

LINKS:
http://www.algore2000.com/
http://www.georgewbush.com/
http://www.cnn.com/ELECTION/2000/
http://www.nra.org/
http://www.fec.gov/
http://www.opensecrets.org/news/guns/
http://www.looksmart.com/eus1/eus52213/eus147927/eus269889/eus570636/eus263010/eus897924/eus9
http://www.state.pa.us/PAPower/

EDITOR'S NOTE:
NRA
prosperity
endorsed
gun control
Second Amendment

DAILY DESK

Health Desk: Take the Stairs

1. According to the CDC researchers, what are the physical benefits of walking up and down stairs 10 minutes a day? What has the CDC done to encourage its employees to take the stairs? Do you think "promoting physical activity in a passive way" will get people to exercise more often? Why or why not?

2. What is the meaning of the term "cardiovascular"? What type of health problems are associated with poor cardiovascular health? Send students on an online scavenger hunt to answer the following

questions:
  - What is a heart attack?
  - What is a stroke?
  - How do blood pressure, cholesterol and weight affect these medical conditions?

After students share their findings, inform them that, according to the American Heart Association, "Even though heart attacks and strokes are rare in children, evidence suggests that the process leading to these conditions begins in childhood." As a class, discuss the meaning of this quote, and have students identify ways that children can reduce their risk for developing heart disease later in life.

3. Why do you think that 60 percent of Americans get almost no exercise? To what extent do you think technology has contributed to people's sedentary lifestyles and lack of exercise? Have students consider how their own levels of exercise might change if they did away with technologies, such as cars, elevators, escalators, computers and television. Challenge each student to give up one of these modern conveniences for three days and monitor the change in his/her level of with physical activity. Have students write reports of their experiences and propose ways to incorporate at least 10 minutes of cardiovascular exercise into their daily routines.

LINKS:
http://www.cdc.gov/nccdphp/sgr/adoles.htm
http://www.americanheart.org/
http://www.kidshealth.org/

EDITOR'S NOTE:
cardiovascular health
exercise
CDC

WORLDVIEW

Culture Watch: Lancashire, England

1. Locate Lancashire, England on a map of Europe. Why is Lancashire County historically significant? What happened to the Whalley Abbey during the 16th century? How is the Browsholme House unique?

2. Refer groups of students to the websites below to learn more about the history of England and Lancashire County. Then have each group prepare a travel brochure that reflects a specific period in Lancashire's history. Instruct students to consider the following questions when preparing the brochures:
   - Who was in power?
   - What was the political climate of the time?
   - What were the social customs of the time?
   - What sites and events would a visitor experience?
   - What clothing and accessories would a visitor need?

   Have students distribute their brochures to the class and discuss. If you were going to visit Lancashire, England, during which period would you want to go? Why?

3. In the video, we learn that, during the 16th century, "history took its toll and religion in England started to change." Direct students to multimedia resources to learn more about the English Reformation, which was a 16th century movement "to reconstitute the life and teachings of Western Christendom, resulting in the separation of the Protestant Church from the Roman Catholic Church." Have students investigate the role of King Henry VIII. Why did he close the English

monasteries? How did the English Reformation affect the evolution of England and Christianity? Have students draw upon their research to create a timeline of the significant events and people during this period of history.

LINKS:
http://www.lancashire.com/lcc/index.htm
http://www.lancashire-online.co.uk/
http://www.genealogy.org/~slassey/whalley.htm
http://www.browsholme.co.uk/
http://web.missouri.edu/~lpw476/lecture5.htm

Wild Kingdom: Bats

1. How many different types of bats are there? What do all bats have in common? What is a mammal? What is echolocation? Which species of bats are mentioned in the video? How do these species differ? Why are bats important to humans and the environment?

2. Draw two columns on the board. Label one column "Bat Myths," and the other "Bat Facts." Challenge students to list as many facts and myths about bats as they can. Write their responses in the appropriate column. Then, instruct pairs of students to conduct research to determine if each bat myth or fact is accurate. If not, have students note the correct information. Also, challenge them to locate the origin of the bat myths. Have students share their findings and relate any information they discovered that they found particularly interesting or surprising.

3. Why are many species of bats in jeopardy? Group students. Refer each group to multimedia resources, including the websites below, to learn about a species of bat, and what different organizations are doing to protect this species from extinction. Have each group create a chart that depicts how the bat's ecosystem would be affected if the species were to become extinct. Next, have groups create posters to educate their peers about the plight of the world's bats.

LINKS:
http://www.batcon.org/
http://members.aol.com/bats4kids/index.htm
http://www.batcon.org/avscripts/script2.html
http://www.yahooligans.com/Science_and_Nature/Living_Things/Animals/Mammals/Bats/
http://click.go2net.com/click?clickurl=http%3A%2F%2Fbirding%2Eabout%2Ecom%2Flibrary%2Fweek

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EDITOR'S NOTE:
Sistine monks
forges
abbey
monastery
diocese
manor

NEWS CHRONICLE

Space is the Place: Crew Training

1. What is the International Space Station (ISS)? What is the goal of Expedition One? Who are the crew of Expedition One? Why is this space expedition historic? How has the Expedition One crew trained for their mission? Why did it take more than four years for the crew to complete its training? What type of difficulties might the crew encounter during its mission?

2. What is the purpose of the ISS? Inform your students that, "In partnering to build and operate the ISS as a world-class research center in the unique environment of space, the participating nations

are striving to:

- Find solutions to crucial problems in medicine, ecology and other areas of science
- Lay the foundation for developing space-based commerce and enterprise
- Create greater worldwide demand for space-related education at all levels by cultivating the excitement, wonder and discovery that the ISS symbolizes
- Foster world peace through high-profile, long-term international cooperation in space."

Divide your class into four groups. Have each group select a goal, and research the implications and challenges associated with achieving the goal. After groups present their findings, ask: Do you think these goals can be achieved? Why or why not? What, if anything, should the international community do to insure that these goals are accomplished?

3. Point out to students that, "as a 16-nation undertaking that could cost from $60 billion to $100 billion, the ISS is perhaps the most ambitious engineering project ever." Refer students to the links below to learn more about the history of the ISS, and the controversy surrounding the project. Have students summarize the arguments for and against the ISS. Why do some scientists feel that the space station is the "single greatest obstacle to the exploration of the solar system"? Why do other scientists feel the ISS is a necessity? Have students consider the extent to which the international community has financially and politically invested in the ISS. Then, divide your class into two groups to debate the following resolution: The international community should continue to support and fund the ISS.

LINKS:
http://www.cnn.com/2000/TECH/space/10/30/space.station.02/index.html
http://www.nasa.gov/
http://www.boeing.com/defense-space/space/spacestation/
http://www.thespaceplace.com/index.html
http://discovery.com/area/unofficialspace/space.html
http://liftoff.msfc.nasa.gov/rsa/rsa.html
http://38.201.67.72/realdata/tracking/index.html

EDITOR'S NOTE:
simulator
odyssey
ground control
International Space Station

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